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ABSTRACT

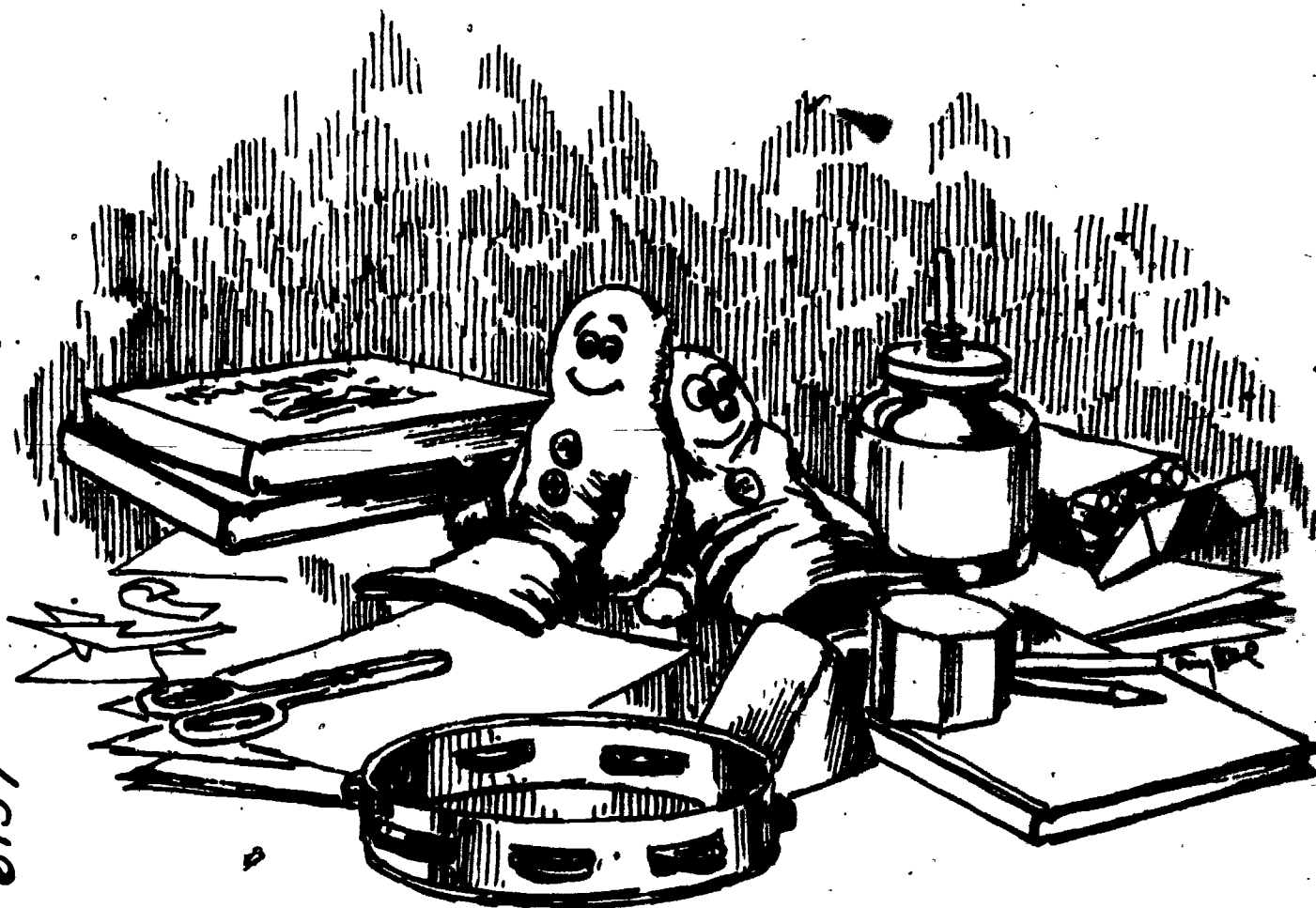
This guide is intended as a basic resource for preschool Spanish/English bilingual home training. It presents an overview of the bilingual project of which it is an outgrowth, and offers guidelines for setting up similar programs. The guidelines cover such topics as: (1) tutor selection, training, and evaluation; (2) recommended materials for preservice and inservice training (consisting of an extensive list of U.S. Government Reports, bilingual education resource guides, and films); (3) suggested distributors of educational materials in Spanish; and (4) evaluation instruments (including diagnostic and criterion-referenced tests; vocabulary, grammar, and concept tests; and child information reports). In addition, parent involvement is discussed, and suggestions are given regarding the setting up of a bilingual program. Lists contain recommended supplementary books, audiovisual aids, and educational games, to be used with the Daily Curriculum Guide and ESL Curricula which this guide is designed to accompany. (Author/AM)

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PLANNING THE PROGRAM WITH THE HOME TUTOR



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Spanish Dade Bilingual
Bicultural Project



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BILINGUAL BICULTURAL EDUCATION

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PLANNING THE PROGRAM WITH THE HOME TUTOR

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Developed by the
SPANISH DAME BILINGUAL BICULTURAL PROJECT
San Jose, California

APRIL 1975

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TABLE OF CONTENTS

List of Forms and Evaluation Instruments	v
Foreword	vii
Introduction	ix

PART ONE: OVERVIEW

Why Preschool Bilingual Education?	3
Spanish Dame Bilingual Bicultural Education Project	5
Project Location, 5	
Project Organization and Content, 6	
Objectives of the Program, 7	
Student Selection, 8	
Recruiting Students and Tutors, 8	
Home Tutors, 9	
Instruction: <i>The Daily Curriculum Guide</i> and the ESL Program, 10	
Parent and Community Involvement, 12	
Inschool Program, 13	
Staff, 13	
Evaluation Design and Results, 15	
Funding, 16	
Ripple Effects of the Program, 17	

PART TWO: SETTING UP YOUR PROGRAM

Home Tutor Selection, Training, and Evaluation.	21
Suggested Criteria, 21	
The Home Tutor's Objectives, 21	
Comments: The Home Tutor and the Community, 22	
Professional Preparation for the Home Tutor, 22	
Recommended Topics for Preservice and Inservice Training, 23	

Recommended Materials for Preservice and In-service Training.	33
General, 33	
U.S. Government Reports, 35	
Bilingual Education Resource Guides, 35	
Films, 36	
Suggested U.S. Distributors of Educational Materials in Spanish.	41
Evaluation Instruments.	43
Diagnostic Evaluation Instruments, 43	
Criterion-Referenced Evaluation Instruments, 45	
Other Instruments, 71	
Parent Involvement.	89
Ideas, Words of Caution, Recommendations.	91
Recommended Books for <i>The Daily Curriculum Guide</i> and the ESL Curricula	95
Recommended Supplementary Books for <i>The Daily Curriculum Guide</i> and the ESL Curricula.	101
Recommended Phono-Viewer Programs and Records for <i>The Daily Curriculum Guide</i> and the ESL Curricula	105
Recommended Educational Games and Materials for <i>The Daily Curriculum Guide</i> and the ESL Curricula	111
Composite Overview of Equipment	117
Slide-Tape Presentation	131
Footnotes	151

LIST OF FORMS AND EVALUATION INSTRUMENTS :

Interview Guide for the Selection of Home Tutors, 27

Home Tutor Evaluation Guide, 28

Lesson Evaluation Guide, 30

Test of Vocabulary and Concept Comprehension (Spanish and English), 47

Students' Progress Monitoring Report (SPMR), 56

Test of English Grammar and Vocabulary, 59

Language Dominance Form, 73

Home Observation, 75

Child Observation Checklist, 78

Parent Interview, 81

Entrevista con los padres, 85

FOREWORD

Planning the Program with the Home Tutor is part of the preschool program developed by the Spanish Dame Bilingual Bicultural Project, Office of the Santa Clara County Superintendent of Schools, San José, California. The book is the basic resource for the program manager and the home tutor trainer. Its primary purposes are (1) to present an overview of the original project, its curricula, instruction, and evaluation and (2) to outline procedures for setting up similar programs. In addition, Planning the Program may be used as a reference manual in any preschool program.

The Spanish Dame publications are part of a continuing effort by the Dissemination Center for Bilingual Bicultural Education to provide relevant materials to bilingual projects across the nation. Requests for information concerning these titles and others should be addressed to the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.

Juan D. Solís, Director
Dissemination Center for
Bilingual Bicultural Education

INTRODUCTION

The Office of the Superintendent of Schools, Santa Clara County, California, is proud to present this publication as a set of guidelines and resource materials for educators interested in Spanish/English bilingual education for young children. It is an outgrowth of a five-year effort which has had notable success in this county--the ESEA Title VII Spanish Bilingual Bicultural Education Project, completed in June 1974. In addition to impressive results with several hundred project children, the project produced a validated curriculum and a wealth of useful information about training personnel, operating a program, and evaluating results.

The ideas presented here should be of special interest to you if your community includes young children whose primary language at home is Spanish and whose family income is low, and if you are searching for

- (1) an at-home teaching procedure to enhance concept formation and language development for children three to five years old
- (2) ways to train women from the community as "home teachers"
- (3) ways to help the mothers of the children improve their own informal teaching techniques within the family.

If you recognize this situation and these needs, you may find considerable inspiration, motivation, and direction in this publication.

All the participants, children and adults, who have given so much of themselves to make the project succeed, are to be congratulated. We hope you will build upon what they have begun.

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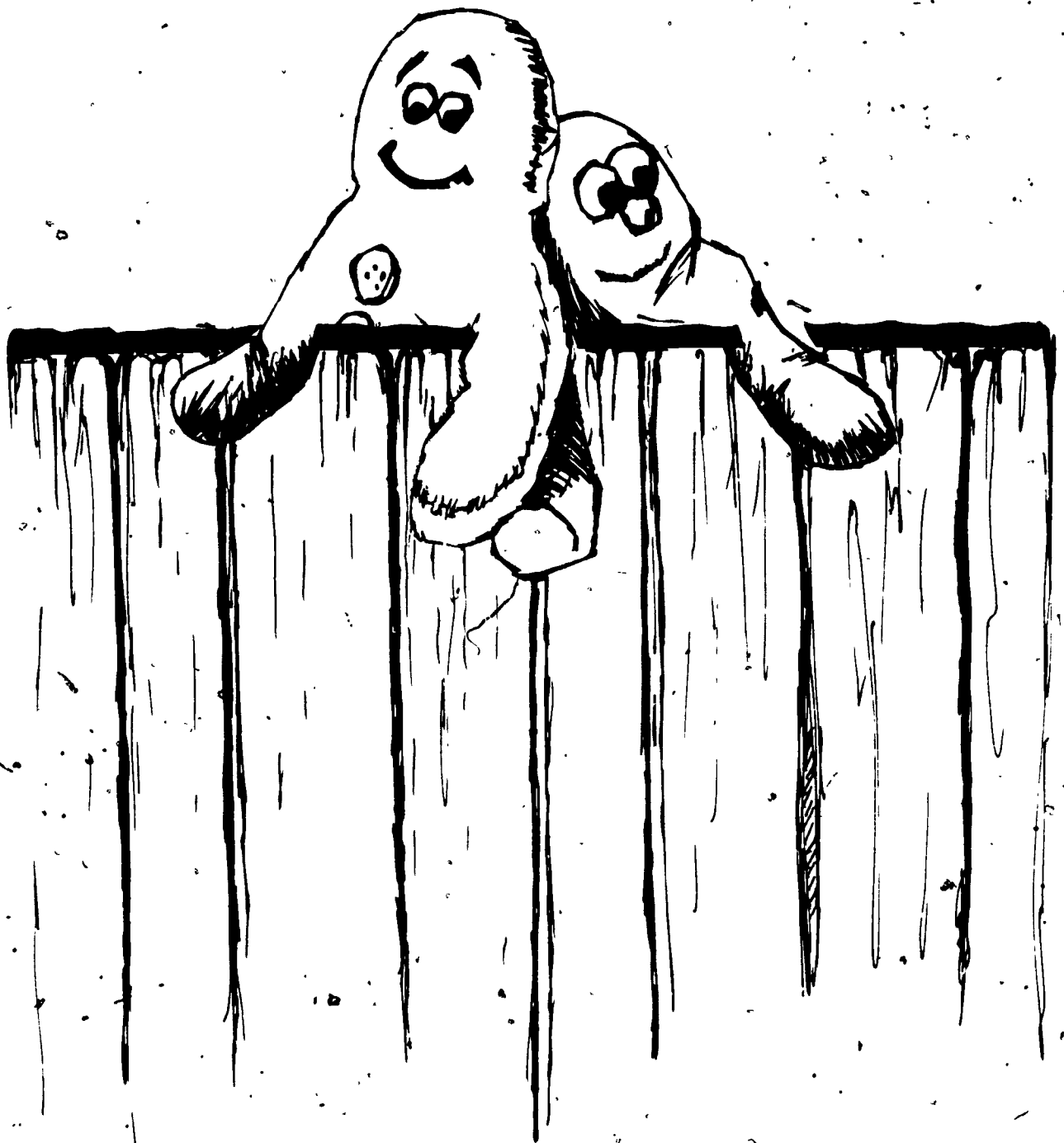
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OVERVIEW



WHY PRESCHOOL BILINGUAL EDUCATION?

Let's approach the question "Why preschool bilingual education?" by starting backwards from the word "education."

Most of us no longer question the need for education. But what about bilingual education? Sufficient research has already been done to prove that, regardless of the language in which a child begins to verbalize, the most important point is that he begin to use language as a way to acquire knowledge. In bilingual education, school system takes maximum advantage of the home language by reinforcing it and using it as a medium of instruction. The positive side effects of the approach are that the child's self-esteem and native language are maintained and the acquisition of English is more effective and less traumatic (if traumatic at all).

Why a Home-Teaching Program?

Given the value of bilingual education, why not reach the child at the earliest possible age? Why not preschool? Even better, why not preschool in his home--teaching the child and, at the same time, helping his mother learn how to teach him and her other children.

When parents speak little English or speak it with little confidence, there is an automatic barrier between home and the English-speaking school. The problem is to find an acceptable and effective approach. Even if the child might successfully learn and start using English very quickly at school (this is unlikely since another language is spoken at home), the parents and younger brothers and sisters would be left behind, so to speak. Such a situation would make almost impossible the school-home understanding and cooperation which is essential to the child's success in school.

Therefore, the home itself is seen as the starting place for bilingual education. Such a plan requires special care in devising a nonthreatening approach which parents will be able to accept comfortably. The approach can center around the use of "home tutors," recruited from within the community and seen as friends, rather than strangers or intruders. In such circumstances, home tutors who know both languages and who share the problems of the parents in other ways can represent the school in a fairly comfortable, new experience for the children and parents.

SPANISH DAME BILINGUAL BICULTURAL EDUCATION PROJECT

In recognition of the need for early bilingual education and the potential value of a home-teaching program, the Spanish Dame Bilingual Bicultural Education Project (ESEA Title VI) was begun in Santa Clara County in 1969. The project was a five-year pilot program. Its purpose was to develop a home-teaching procedure which could improve the language development and concept formation of three- and four-year-olds from homes in selected target areas where the primary language was Spanish and the income level was low. In choosing the specific area the project would serve, two factors were sought: a relatively stable population and an already developed sense of concern for and involvement in bilingual education.

Project Location

The Spanish Dame Project was located in Santa Clara County, California, which includes an area of 1,305 square miles, extends north and south for sixty miles, and has about 1,166,000 people. The project had its headquarters at San Antonio School in the Alum Rock Union School District and served children from San Antonio, Conniff, and Mayfair Schools. The school district is on the east side of San José, the county seat and largest city.

The county's population is about 17 percent Mexican American. Among California counties Santa Clara has the second largest number of Mexican American public school children. At least half the families use Spanish as their primary language.

Alum Rock District has about 15,800 students, 39 percent Mexican American. San Antonio School has 366 students, and 80 percent are Mexican American. Children from Spanish-speaking homes begin school with little or no command of English, the language of instruction, and thus fall behind their peers from the very beginning of their formal schooling. The problem is compounded if they happen to be poor, and most of them are.

In 1969, when the median income for all households in the county was \$11,000, the median for the area served by the Spanish Dame Project was \$7,600. At San Antonio School 48 percent of the students came from homes supported by Aid to Families with Dependent Children (AFDC). A further index of need is the fact that fifty-two of the sixty

children in San Antonio's preschool classes operated under California's AB 1331 needed instruction in English as a second language. All five of the AB 1331 preschool units in the Alum Rock District had waiting lists. (Note: All children served by that state-sponsored program are certified by the Welfare Department as to need.)

Project Organization and Content

The Spanish Dame Project whose LEA was the Office of the Santa Clara County Superintendent of Schools grew out of the interests and planning efforts of that office. Professional personnel from the county office and from its Center for Planning and Evaluation (CPE)* were instrumental in shaping the project and in selecting a suitable pilot site. They were assisted by an Interim Advisory Committee of parents and others from the initial target area.

The roots of the Project developed from the activities of the CPE which had been focusing on preschool education during the years just prior to the beginning of the Spanish Dame Project. In collecting data on the subject, CPE staff members were particularly impressed with the preschool program developed by the Demonstration and Research Center for Early Education at George Peabody College for Teachers, Nashville, Tennessee. In that program black mothers from the community were trained to teach in homes on a one-to-one basis, instructing project mothers in methods and techniques for teaching their young children. This idea was modified in line with another successful program DARCEE (Demonstration and Research Center for Early Education, George Peabody College for Teachers, Nashville, Tennessee). From these two programs the working model for the Spanish Dame project evolved. For the first year the project undertook to train twelve women from the community as home tutors. Each of them would work with a group of five Mexican American preschool children in home situations which also involved the mothers.

During the five-year life of the project, the preschool component of the Spanish Dame Project served 350 children as well as another fifty who were participating visitors.

In addition to the preschool component, the project included an inschool component during its second, third, and fourth years. The component was designed to improve

*CPE was phased out in June 1973.

Spanish language skills and to provide a basic level of English fluency for children in kindergarten and first and second grades. During fiscal years 1971-1974, children who had been in the preschool program were enrolled in kindergarten, first grade, and second grade classes at San Antonio and Mayfair Schools. Arrangements had been made for the children who had had the preschool bilingual experience to stay together in bilingual classes in those grades. Teacher aides were provided by the project and ESEA Title I to help implement that purpose. During the life of the project, 280 children were served in this way in grades kindergarten through two.

For more information on the inschool bilingual program and results, refer to the annual evaluations (1969-70 to 1973-74) prepared by the Center for Planning and Evaluation of the Office of the Santa Clara County Superintendent of Schools (evaluation reports available through ERIC). Information about the current inschool program funded under ESEA Title VII and California AB 2284 may be obtained from Alum Rock Union School District, 2930 Gary Avenue, San José, California 95127.

Objectives of the Program

Although modified since 1969, the overall program objectives were as follows:

- To maintain and improve Spanish language skills and to develop the English listening, comprehension, and speaking skills of preschool children from low income homes in which Spanish was the primary spoken language
- To stimulate and improve the perceptual, developmental, and concept formation skills of the children involved
- To provide opportunities for the children to experience success in their bicultural environment in order to develop positive self-concepts and pride of heritage
- To recruit and train bilingual paraprofessional community members as home tutors
- To train participants' mothers in methods and techniques of teaching all their children.

Student Selection

The following criteria based on Title VII ESEA guidelines were used in selecting preschool participants:

1. Children recruited were

- .. from the Alum Rock Union School District in the target areas of Mayfair and San Antonio Schools
- .. at least three years old and not older than four years, ten months
- .. not enrolled in another preschool program (i.e., day care, Head Start, California AB 1331, etc.)
- .. from low socioeconomic home environments
- .. from homes in which Spanish was the primary spoken language.

2. Project mothers needed to

- .. be willing to participate in the class activities when class was held in their homes
- .. agree to see that their children attended classes on a regular basis
- .. be willing to let home tutors and the other four children come into their homes once a week for classes
- .. be willing to enroll their children in the program for the entire school year
- .. indicate a willingness to participate in learning activities provided in daily instruction.

Recruiting Students and Tutors

1. The children in the preschool program were recruited by

- .. identifying younger siblings of students in target area schools
- .. door-to-door contacts made by the community liaison worker and home tutors

- .. word of mouth
 - .. the District Superintendent's Bulletin
 - .. the local newspapers.
2. The home tutors were recruited through
- .. the local newspapers
 - .. Spanish-language radio stations
 - .. the Superintendent's Bulletin
 - .. word of mouth
 - .. the Alum Rock Union School District Classified Personnel Department.

Home Tutors

The home tutor had to

- .. have bilingual speaking and reading skills
- .. be sensitive to the needs of children
- .. demonstrate good judgment
- .. interact positively with other staff members as well as with project parents
- .. be in good health
- .. have a sense of humor
- .. be able to communicate to parents the objectives of the project
- .. have a desire to continue her education.

Home tutors received eight hours of training every week during the project year plus ninety-five additional hours of preservice and inservice training--a total of 375 hours during the year. The training program, led by the staff members and other consultants, covered a number of subjects: methodology and techniques of teaching bilingual children in early childhood; cultural awareness and history; early childhood growth and development; psy-

chology of early childhood education; English as a second language; parent involvement; communicative skills; use of equipment; methods and techniques of teaching science, social environment, art, music, math, and cognitive skills.

When the project was underway, each home tutor involved project mothers as much as possible in the daily lesson activities. In this way each mother's knowledge of what and how to teach her own children was strengthened.

Each home tutor worked five hours daily, Monday through Friday, on regular school days. At least 2 1/2 hours of each day were spent instructing the group of five preschool children. The tutor spent one hour evaluating the day's lesson and planning the following day's activities. Lesson time varied slightly depending on the activities for the day. Time was also allotted for travel, picking up and returning children to their homes, and visiting parents after class. Each parent was visited at least once a week. During these visits the home tutor left materials with the parents to reinforce the concepts being stressed in the daily lessons.

Instruction: *The Daily Curriculum Guide* and the ESL Program

Since Spanish preschool instructional materials were almost nonexistent, developing a new curriculum was imperative. The staff developed a complete two-year program, including both daily lessons and English as a second language. The program was piloted for four years and refined during the fifth year. *The Daily Curriculum Guide, Years I and II*, written in both English and Spanish, is to be used as the basis for Spanish instruction. The daily lesson plans for the first year (thirty weeks) are intended for three-year-olds; and the second year (thirty-four weeks), for four-year-olds. The activities include language development and concept formation tasks especially designed for three- and four-year-old Spanish-speaking children.

The Daily Curriculum Guide, Year I, is used for three months with Spanish as the medium of instruction. During this time the children are exposed to listening exercises in English. After this initial period the English-as-a-second-language curriculum is incorporated into the daily lessons. By the end of six months, equal instructional time is allotted to each language. The first-year ESL curriculum has seventeen weeks of daily English instruction; the second year has twenty-two weeks. With four-year-olds, instruction in both languages begins the first

week of school.

Home tutors utilize every possible opportunity to encourage oral language development while exposing the children to new learning situations through both curricula. The lessons, somewhat structured and teacher-directed, provide the children with many opportunities for creativity and individualized progress. The children are never made to feel ashamed or upset for not achieving a particular goal at a certain time. They are constantly encouraged and praised for their efforts to accomplish certain physical or cognitive tasks.

Because the preschool children for whom the program is designed speak primarily Spanish, instruction during the first few months is only in Spanish. English songs and finger plays are introduced to help the children learn to listen to new English sounds. The structured English-as-a-second-language curriculum increases the children's ability to comprehend and converse in English, augments their vocabularies, and helps them build sentence patterns. Both curricula are written so that the materials can be paced as the children become ready for more difficult and more challenging activities.

The daily lesson plans state the objectives, the activities, and the materials needed for each lesson. Procedures are then described in detail in Spanish and English. The inexperienced tutor may refer to the detailed script in the procedures section for organization of the lesson, English and Spanish vocabulary, and tips on effective delivery of the lesson.

Language development is stressed daily, and much effort is put into the total physical and mental development of each child. The curricula stress verbal and physical efficiency; increase the child's knowledge and pleasure in his environment; and develop good self-concepts, bicultural awareness, and pride of heritage. Many of the materials and activities are geared for home teaching so most of the curricula materials can be easily made by project parents.

Instructional objectives cover the following areas:

Cognitive Skills

- .. Language Development - Spanish and English

.. Concept Formation

Color	Volume
Shape	Position
Numbers	Motion
Size	Time
Measurement	Weather/Seasons
Quantity	Science

.. Perceptual Development

Kinesthetic-Tactile Discrimination
Taste-Olfactory Discrimination
Visual Discrimination
Auditory Discrimination

Psychomotor Skills - Motor Skills

- .. Small Muscle Coordination
- .. Large Muscle Coordination
- .. Directionality

Affective Domain - Environment

- .. Self-Awareness
- .. Positive Self-Concept
- .. Health and Safety
- .. Community Awareness
- .. Cultural Awareness

These concepts are presented to the children by means of the following activities: discussions, stories, puzzles, rhymes, poems, songs, finger plays, dramatic plays, role playing, puppets, games, educational toys, painting, drawing, playdough and clay, balls, arts, crafts, cultural artifacts, indoor and outdoor structured and free play, films, slides, records, flannel board presentations, cassette tapes, Phono-Viewers, photographs, small charts, and peg boards.

Parent and Community Involvement

Parent participation and the training of paraprofessionals from the community were two of the emphases of the Spanish Dame Project. The role of the home tutor has already been discussed.

The program was periodically reviewed by two committees. The Parent Advisory Committee was kept current on the project's progress and in turn provided input from all segments of the involved population. It also provided feedback on planning and expansion of the program. The Administrative Advisory Committee included the target school principals and early childhood specialist, the administrative staff from the Office of the Santa Clara County Superintendent of Schools, and the Spanish Dame evaluator and staff. This committee served to keep district personnel abreast of the program's progress and of project problems relative to the school environment.

Inschool Program

The objective of the inschool program was to improve and maintain Spanish language skills and to develop English listening, comprehension, and speaking skills of children whose primary language was Spanish and who were in kindergarten, first grade, and second grade.

The inschool bilingual classes included students with bilingual preschool experience plus other children, including some from the California AB 1331 program and Head Start. Ethnic backgrounds represented were Mexican American, Black, and Anglo. Each class had approximately thirty to thirty-five children and used the bilingual materials being piloted by the Spanish Curricula Development Center in Miami.

Staff

The Project Manager was responsible for

- .. the overall direction, coordination, and supervision of the project
- .. preservice and inservice training
- .. curriculum development with assistance of staff
- .. maintaining communication with the Office of Santa Clara County Superintendent of Schools, Project Coordinator, and school district personnel

- .. completion of project tasks at the time indicated in the application for fiscal control at project level
- .. internal process/product evaluation
- .. completion of all necessary forms and reports as specified in the Title VII Guidelines and Grant Award Document
- .. the dissemination of project information and results to appropriate publics.

The Preschool Coordinator was responsible for

- .. assisting the project staff in the development of curriculum materials and methods
- .. evolving recruiting procedures for home tutors, children, and mothers
- .. preservice and inservice training and supervision of home tutors
- .. assisting in developing instruments to assess children's growth in the acquisition of Spanish and English.

The Inschool Coordinator was responsible for

- .. providing preservice and inservice training to teachers and instructional aides involved in the bilingual program
- .. supervising and evaluating instructional aides with the classroom teachers
- .. evaluating the classroom teacher with the school principal, in relation to bilingual teaching
- .. working closely with consulting curriculum specialists in developing a kindergarten curriculum guide
- .. evaluating materials for instruction at all-grade levels
- .. working closely with the community liaison to provide additional resources for teachers in order to bring the school and home closer together

- .. working with the Preschool Coordinator to attain a smooth transition from preschool to inschool.

The Community Resources Assistant (community liaison) was responsible for

- .. identifying services available through various agencies and organizations
- .. working closely with project staff to determine family needs that could be met through existing agencies, organizations, and individuals within the county
- .. working with project staff and agencies in an effort to meet needs without costly duplication of effort
- .. providing speakers from community agencies for inservice training
- .. assisting in recruitment of project children
- .. following up on referrals to meet health needs
- .. developing community interest and participation in project activities.

Other personnel included one full-time and one half-time bilingual secretary.

Evaluation Design and Results

Spanish Dame sought the following evaluative data:

- .. measurement of improvement in the level of school readiness among preschoolers, including diagnosis and treatment of developmental capacity (perceptual and other motor skills)
- .. analysis of the home-learning environment
- .. measurement of language and concept development
- .. normative data on the populations served.

Few evaluation instruments were available and DARCEE, one of the model programs, had developed only performance criteria and evaluation for five-year-olds.

To attain statistical accuracy, the evaluators from the Center for Planning and Evaluation used many comparison and control groups to analyze the test results: three-year-olds receiving no formal instruction; four-year-olds in a nonbilingual, AB 1331 preschool program; and five-year-olds in a traditional, nonbilingual kindergarten class. The control groups consisted of children with the same ethnic, socioeconomic, and geographic representation as those in the project. Control group children, however, used substantially more English and less Spanish than children in the bilingual project and had parents with somewhat higher educational levels than those in the bilingual project. From the beginning the evaluators recognized the problem of a lack of equivalent comparison groups to keep results bias free.

For each of the four years evaluated, Spanish Dame Project children generally showed greater gains than respective comparison and control groups (a) in language development in English and Spanish and (b) in performance and developmental tasks.

Funding

Depending on the extent of the project, a program similar to Spanish Dame can operate serving eighty preschool students with sixteen home tutors, a project director, and a preschool coordinator for less than \$80,000 per ten-month fiscal year. The program would cost less using volunteers,* mothers, or work-study students to teach in the homes.

Spanish Dame's Cost of Operation

1969-70	Preschool only	\$ 81,500.
1971-72	Preschool and Inschool	\$174,638
1972-73	Preschool and Inschool	\$155,183
1973-74	Preschool and Development of Training Packet	\$123,549

These figures do not accurately reflect the cost of operating the preschool program only. They are altered

* The disadvantage, however, of using volunteers is the possible lack of consistency in their attendance.

by cost of living increases, increased costs for additional personnel, and increased costs for additional children served.

Ripple Effects of the Program

● Parents

- .. A home-teaching approach encouraged parents to take an active interest in their child's education, and mothers were made aware of the important roles they play during preschool years.
- .. Through participation in the Parent Advisory Group, parents learned ways to change and determine their children's educations.
- .. More than half the Spanish Dame parents took English-as-a-second-language classes.

● Children

- .. Younger children in the home were exposed to an educational environment.
- .. Project children who displayed any physical or mental health disabilities were referred to appropriate health services.

● Home Tutors

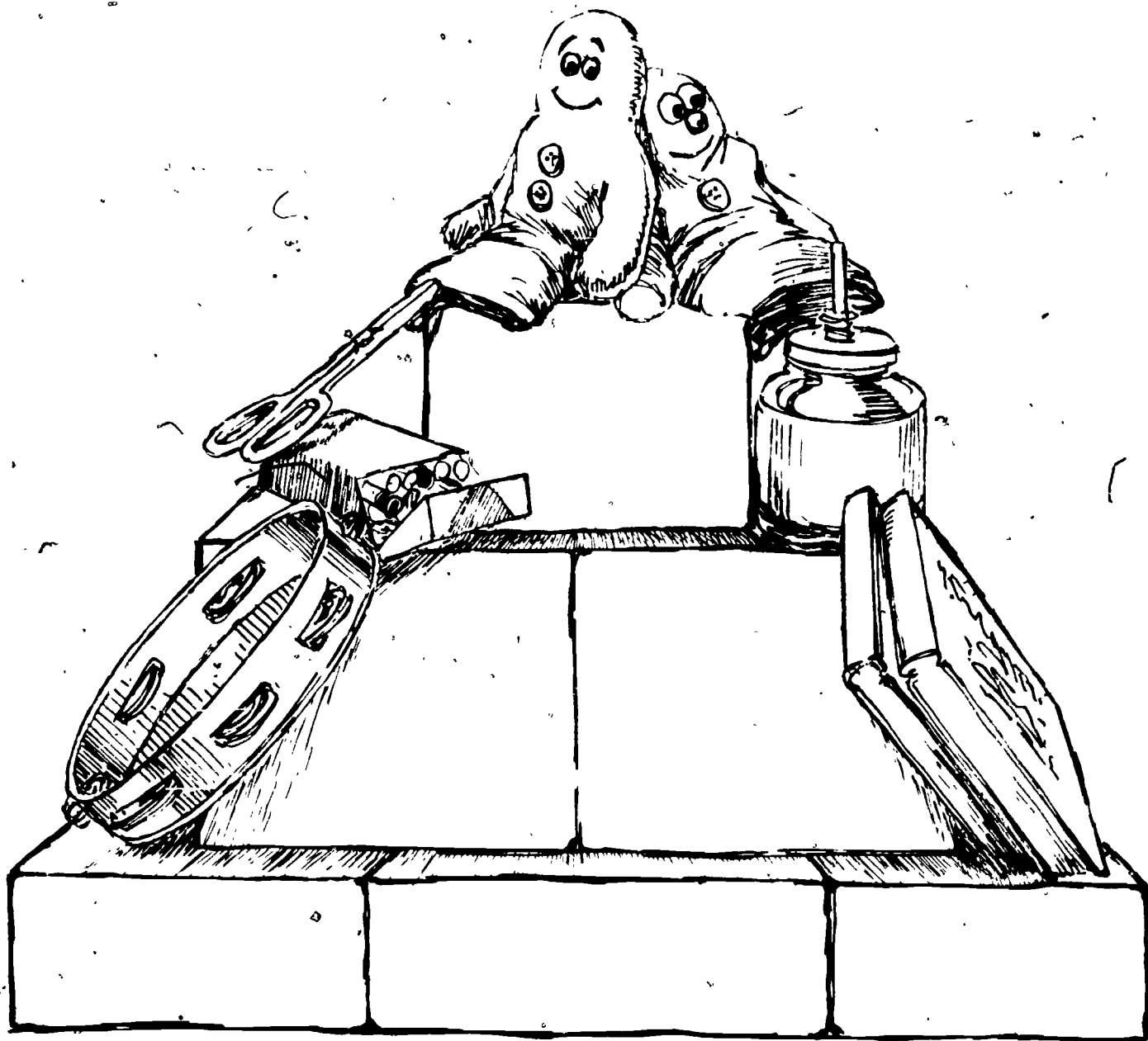
- .. Many home tutors advanced both personally and professionally through college courses and intensive preservice and inservice training. Many continued college course work toward certificates and degrees in child care and education. The project provided motivation, professional work experience, a chance for advancement, and some remuneration for educational expenses.
- .. Home tutors applied newly learned instructional skills to teach their own children regardless of age.

● In general

- .. The Project had high local visibility and excellent community involvement and support.

The community liaison organized clothes closets, provided food, arranged transportation to health centers, provided family planning information, and made arrangements for help from social workers, sight and hearing specialists, and psychologists.

SETTING UP YOUR PROGRAM



HOME TUTOR SELECTION, TRAINING, AND EVALUATION

Suggested Criteria

- .. Neat appearance and mature manner; at least eighteen years old
- .. Ability to relate well to adults and children.
- .. Spanish-English bilingual in comprehension, speaking, and reading; writing ability is not crucial

In addition, the Spanish Dame Project used the following selection criteria:

- .. Resident of the target area and awareness of community needs
- .. Ability to perform at eighth grade level or above on *Gates Reading Survey*
- .. Sensitive and enthusiastic about children's ideas and backgrounds
- .. Acceptance of all children and their differences in ability, judgment, and values
- .. Positive attitudes and the ability to direct children toward positive attitudes
- .. Knowledgeable insight into the cultural background of Mexican American children
- .. Ability to sustain empathetic behavior
- .. Flexibility to raise level of expectations as children attain success and are freed from failure

The Home Tutor's Objectives

- .. To encourage interaction between parents and their children
- .. To develop teaching techniques, interest, and know-how in helping parents work with their children

- .. To plan and teach lessons based on the levels and individual needs of the children
- .. To motivate and reinforce desired learning skills and behavior (i.e., to encourage parent participation in the home-tutoring and home-assignment program)
- .. To use appropriate materials for each activity
- .. To develop good bilingual teaching techniques
- .. To evaluate the children for motor skills, concept formation, and language development

Comments: The Home Tutor and the Community

Home tutors from the immediate community are sensitive to and have firsthand knowledge of the conditions in which project mothers live and their feelings about those conditions. Hence, these home tutors can give realistic and meaningful suggestions.

Female home tutors were more readily accepted into the homes by project parents than male home tutors because females were able to work closely with mothers and to help them with many personal problems.

The key advantage of home teaching by community tutors is that the child is exposed to structured learning in a completely familiar environment, with a teacher to whom he can relate as he does to his mother. This early introduction to learning in a secure environment prepares the child for the transition to school.

Professional Preparation for the Home Tutor

Fortunately, during recent years, many college programs have been developed that provide degrees and certificates for early childhood education specialists, nursery and day care workers, tutors, and teacher aides. To meet the ever-increasing demand for bilingual bicultural teachers, special programs for training are available.

The Spanish Dame Project arranged for local colleges to grant credit units for the extensive preservice and inservice training in English as a second language. Your first step, then, is to investigate any local college programs

which give credit for training and work experience. In California, for instance, some special programs between school districts and community colleges have been developed to encourage paraprofessionals and parents to begin or complete professional preparation. Of special interest are women's college reentry programs which gradually reorient women to school and, at the same time, consider their strengths, life and work experience, and family responsibilities.

In five years of operation, three home tutors completed Associate of Arts Degrees, one completed a Bachelor of Arts Degree, twelve received certificates in Child Care Center Instruction, and seventeen others continued college work toward degrees.

Recommended Topics for Preservice and Inservice Training

Introduction

1. Background of bilingual education
2. Your program goals and objectives
3. Role of the home tutor within the project
 - .. Effective two-way communication
 - .. Cooperative attitude
4. Role of the home tutor in relation to parents and community
 - .. Effective interaction
 - .. Encouraging parent involvement
 - .. The Parent Advisory Committee
 - .. Teaching mothers to teach their children
 - .. Guidance without interference in the way parents rear their children
5. Community resources
 - .. Parent education
 - .. Nutrition information
 - .. Health, welfare, and legal services

Early Childhood Growth and Development

1. Psychological, emotional, physical, and social development--from birth to five years

2. What are concepts? What are concept-formation skills?
3. How children develop concepts and problem-solving skills
4. Teacher and parent expectations of children and their effect on student performance
5. The monolingual child and the bilingual child
 - .. What makes each of them unique
 - .. What bilingual education can do for both of them
 - .. How to develop and maintain positive self-concepts
 - .. The effects of positive reinforcement

The Bicultural Experience

1. Cultural attitudes and values--Mexican, Mexican American, United States
2. Mexican, Mexican American, and United States history
3. Cultural conflicts
4. Relationship of culture and language and culture's effect on language learning and maintenance

Preschool Teaching Techniques

1. Bilingual teaching
 - .. Time allotted per language
 - .. Use of translations
 - .. Differences between the sound systems of English and Spanish
 - .. Regional Spanish dialects (e.g., Pocho, Spanglish)
 - .. Language development--from birth to five years
 - .. Learning a second language
 - .. Teaching Spanish as a second language
 - .. Teaching English as a second language
2. Background information for the ESL program
 - .. Terminology--noun phrase (NP), verb phrase (VP), pattern, modify, adverb, vowels, consonants, transitive, intransitive, active, passive, etc.
 - .. Vocabulary first--and why
 - .. Patterns as the framework for inserting vocabulary

3. Differences between Spanish and English

- .. Sound systems
- .. Which English sounds the Spanish-speaking child can and cannot hear
- .. What is interference
- .. Morphologies
- .. Syntax

4. Methods and techniques: The oral-aural approach

- .. No translations!
- .. Teaching vocabulary first--nouns and pronouns
- .. Teaching patterns after vocabulary--Verb centered
- .. Teaching adverbials without translations
- .. When to use Spanish instructions
- .. Direct approach
- .. Pattern drills
- .. Hand signals
- .. The teacher as the model for sounds and patterns
- .. Individual and group responses

5. Special techniques

- .. Teaching songs, dances, rhymes
- .. Teaching art, music, science, math
- .. Teaching stories and plays
- .. Teaching flannel board stories
- .. Teaching role playing
- .. Teaching with puppets
- .. Teaching finger plays and dramatic plays

6. Materials

Curricula

For details about *The Daily Curriculum Guide* and the ESL program, refer to the *Instructional Guide for the Home Tutor*.

1. Rationale
2. Program objectives
3. Instructional objectives
4. Scope of curricula
5. Sequence of activities
6. Daily lesson plan
7. Coordination of Spanish and ESL curricula

Evaluation

1. Assessing needs
2. Review of tests
3. Administering tests
4. Remedial procedures

Training Techniques

- .. Phase-In Approach - If some tutors are more experienced than others, let the experienced staff begin teaching first while the less experienced observe teaching techniques for a few weeks. You can also use this system when materials are in short supply. Stagger the starting days of teaching so the tutors will not need the same materials on the same days.
- .. Role Playing - During training give tutors an opportunity to try out techniques and methods with fellow tutors role playing students.
- .. Planning and Evaluation Sessions - The Spanish Dame Project found that daily two-hour sessions were necessary for the home tutors to share ideas, reinforce each other, and maintain feelings of self-confidence and enthusiasm about their teaching. In these meetings the tutors had the opportunity to evaluate their teaching, provide feedback on how the curriculum worked in actual application, and adapt lessons when necessary.

The following forms--Interview Guide, Home Tutor Evaluation Guide, and Lesson Evaluation Guide--are suggested criteria the Early Childhood Coordinator, Home Tutor Trainer, etc., may use to hire and evaluate home tutors.

INTERVIEW GUIDE FOR THE SELECTION OF HOME TUTORS

Name of Applicant	Date			
	Level of Skill			
	1	2	3	4
1. Facility in Spanish. Reads, writes, and speaks well.				
2. Facility in English. Reads, writes, and speaks well.				
3. Potential for relating to young children.				
4. Potential for relating to Spanish-speaking parents.				
5. Ability to handle responsibility.				
6. Ability to cope with problems in various situations.				
7. Personality: friendly, outgoing, warm.				
8. Personal appearance: neat, well-groomed.				
9. Potential and willingness to work in a team teaching situation.				
10. Enthusiasm and interest in program (working with young children's mothers, etc.).				

Ability to translate from Spanish into English and vice versa. Comments: _____

Commitment to the bilingual program. Comments: _____

Interviewer _____

HOME TUTOR EVALUATION GUIDE

Instructional Skills

1. Knowledge of concepts and objectives as presented in the lesson plans.
2. Skill in planning, organizing, and presenting the lessons.
3. Skill in preparing written evaluations.
4. Skill in telling stories, teaching songs, teaching use of materials.
5. Skill in developing good habits, skills, and attitudes.
6. Skill in helping the children develop self-confidence.
7. Skill in recognizing and making provisions for individual differences and special problems.
8. Uses voice as a useful, pleasant teaching tool.
9. Knowledge of and ability to use English and Spanish.
10. Initiates the use of new ideas and a variety of techniques in daily lessons.

Class Management

1. Skill in maintaining control of the children by keeping their attention and interest.
2. Skill in creating a good instructional environment even in difficult circumstances.
3. Ability to adapt to new situations (i.e., changes in lessons).
4. Skill in anticipating and preventing discipline problems.
5. Displays fair, firm, and consistent behavior toward students.

Personal Attributes

1. Neat, clean, and well-groomed appearance.
2. Neat dress appropriate for the occasion.
3. Displays self-control and poise.
4. Displays a sense of humor. (Enjoys the activities with the children.)
5. Has a warm, friendly personality.
6. Is willing to cooperate with other staff members.

Professional Attitudes

1. Is punctual; comes to work on time, turns in assignments on time, etc.
2. Adjusts easily to unexpected situations.
3. Uses time effectively in planning, teaching, and evaluating.
4. Prepares well; is familiar with daily lesson plans and materials.
5. Cooperates with all staff members.
6. Willingly takes suggestions and criticisms.
7. Develops good relationships with parents and wins their confidence. Respects and honors confidential information concerning the families.
8. Recognizes responsibility to the project and the school community.
9. Participates in professional activities such as workshops, conferences, meetings, classes, etc.

LESSON EVALUATION GUIDE

This form may be helpful to both the tutor and the trainer.

The Objectives

Were the lesson objectives appropriate to the immediate needs of the children in these areas:

- .. Skill development?
- .. Follow-up on group instructional activities?
- .. Child's level of manageable difficulty?
- .. Individual differences of ability within the group?

The Activity

1. Was the transition from the previous activity smooth and well-planned?
2. Was the activity appropriately designed to meet the specified objectives?
3. Did the introduction to the activity motivate the children?
4. Did the tutor set standards for the type of behavior expected during the activity?
5. In pacing the activity did the tutor:
 - a. spend enough time introducing the activity?
 - b. move fast enough to maintain interest?
 - c. cut the activity while interest and motivation were still at a high level?
 - d. cut the activity short if interest and enthusiasm could not be maintained?
6. In planning this activity did the tutor consider:
 - a. an unusual event, such as a holiday, a change in the weather, visitors?
 - b. placement of the group in the room, i.e., at a table, on the floor, in a large area?

7. Were adaptations in the activity, if necessary, well-planned and utilized?
8. Was the buffer that was planned an appropriate choice?
9. Was the transition from this activity being evaluated to the next one well-planned and executed?

The Materials

1. Were the materials used appropriate for the activity? If not, specify what might have been a better choice:
2. Were the materials presented so the children knew what they were to do with them?
3. Were standards set so the children knew how to use the materials?
4. Was there a variety of materials to allow for differences in the children's abilities to handle the materials successfully?
5. Was the tutor able to "control" the materials on the basis of:
 - a. his/her familiarity with the materials?
 - b. presentation, use, and collection at the end of the activity?

Specific Teaching Techniques

1. Did the tutor use good control mechanisms such as:
 - a. voice?
 - b. motor signals and cues?
 - c. physical contact?
 - d. eye contact?
 - e. primary reinforcement?

2. Did the tutor provide enough individual attention for each child without sacrificing interaction with the total group?

RECOMMENDED MATERIALS FOR
PRESERVICE AND INSERVICE TRAINING

General

Cracraft, Jane. "Greeley's New Nursery School," The Sunday Denver Post, (no date available).

For information on reprints, contact John H. Meier, Ph.D., Assistant Professor of Psychology, Colorado State College, Greeley, Colorado.

Demonstration and Research Center for Early Education.
A Guide for Home Visitors. Nashville, Tennessee
37203: George Peabody College for Teachers, Box 151,
August 1970.

Diebold, Richard A. "The Consequences of Early Bilingualism in Cognitive Development and Personality Formation." In The Study of Personality? An Interdisciplinary Approach, ed: E. Norbeck et al. New York 10017: Holt, Rinehart & Winston, Inc., 383 Madison Avenue, 1968.

Dissemination Center for Bilingual Bicultural Education.
Evaluation Instruments for Bilingual Education.
Austin, Texas 78721: Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, 1973.

A review of tests in use in Title VII bilingual education projects.

Gaarder, A. Bruce. "The First Seventy-Six Bilingual Education Projects" (Title VII). In Monograph Series on Languages and Linguistics, 21st Annual Round Table, Number 23, ed: James E. Alatis. Washington, D.C. 20007: Georgetown University Press, 1970.

Gray, Susan W. The Philosophy of DARCEE. Nashville, Tennessee 37203: Demonstration and Research Center for Early Education, George Peabody College for Teachers, (no date available).

Hollen, Judith Koetter et al. School before Six? A Diagnostic Approach. St. Ann, Missouri 63074: Central Midwestern Regional Educational Laboratory, Inc., 10646 St. Charles Rock Road, (no date available).

An excellent handbook with many helpful suggestions on ways to present the instructional objectives in the Spanish Dame curriculum.

Linstrom, David, and Tannenbaum, Jordan. Concept and Language Development of a Group of Five Year Olds Who Have Attended the Syracuse University Children's Center Intervention Program. For the American Psychological Association, September, 1970.

Michigan State Department of Education. Migrant Program, 1968: A Bilingual Oral Language and Conceptual Development Program for Spanish-Speaking Preschool Children. Lansing, Michigan: Michigan State Department of Education, (no date available).

Minmicht, Glen P., Far West Laboratory for Educational Research and Development Inservice Teacher Training in the Use of the Responsive Program. Morristown, New Jersey: General Learning Corporation, 1971.

Parloff, Gerald, and Wilson, Gary. Adult Involvement in Child Development for Staff and Parents. Atlanta, Georgia: Humanics Associates, 1972.

A training manual for Head Start Parent Involvement Coordinators.

Peal, Elizabeth, and Lambert, Wallace. The Relation of Bilingualism to Intelligence. Washington, D.C.: American Psychological Association, 1962.

School District Six. An Innovative Program for Prevention of Reading Failure in Disadvantaged Preschool Children by Home Intervention. Greeley, Colorado: School District Six, November 1971.

Social Research Group. A Review of the Present Status and Future Research Needs of Programs to Develop Parenting Skills. Washington, D.C.: Interagency Panel on Early Childhood Research and Development, George Washington University, April 1972.

A review of the literature on current studies involving parent education.

Teacher Corps Assistance Project. Adelante: An Emerging Design for Mexican American Research. Austin, Texas: Center for Communication Research, School of Communication, The University of Texas at Austin, (no date available).

U.S. Government Reports

U.S. Commission on Civil Rights. Teachers and Students: Differences in Teacher Interaction with Mexican American and Anglo Students. Report V: Mexican American Education Study. Washington, D.C.: Government Printing Office, (no date available).

U.S. Department of Health, Education and Welfare. Emergence of Identity: The First Years, White House Conference on Children. Report of Forum 2 (1970).

U.S. Department of Health, Education and Welfare. Office of Child Development. Early Childhood Education and the Chicanito: A Report of the National Conference, ed. Rafael Chávez.

Available from Dr. Ramón García, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013.

U.S. Office of Education. Division of Compensatory Education. Handbook on Parental Involvement in Title I Projects by Paul Miller. (No date available).

Bilingual Education Resources Guides

Education Service Center, Region XIII. Information and Materials to Teach the Cultural Heritage of the Mexican American Child. Austin, Texas 78721: Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, 1972.

Far West Laboratory for Research and Development. Parent Child Toy Lending Library Program. Berkeley, California 94705: Far West Laboratory for Research and Development, Garden Circle, Hotel Claremont, (no date available).

Fort Worth Public Schools Bilingual Education Program. Resource Material for Bilingual Education. Austin Texas 78721: Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, 1973.

Gordon, Thomas. Parent Effectiveness Training. New York 10017: Peter H. Wyden, Inc., 750 Third Avenue, 1970.

Lancaster, Louise. Introducing English. Boston 02107: Houghton Mifflin, 2 Park Street, 1965.

Olguín, Leonard. Shuck Loves Charley. Huntington, California 92647: Erhardt and Associates, (no date available).

Compares English and Spanish sound systems and suggests methods of teaching English to the Spanish-speaking child.

Solutions in Communications. San José, California 95110: Publications Office, Santa Clara County Superintendent of Schools, 100 Skyport Drive, (no date available).

Rivera, Feliciano. A Guide to the Study of the Mexican American. San José, California: Spartan Bookstore, California State University, 1969.

Texas Education Agency. A Resource Manual for Implementing Bilingual Education Programs. The Regional Education Agencies Project on International Education, Title V of P.L. 89-10. Austin, Texas: Texas Education Agency, (no date available).

Moreno, Steve. Padres, enseñen a sus hijos cómo aprender. San Diego, California 92119: Moreno Educational Company, 7050 Belle Glade Lane, (no date available).

An easy-to-read booklet, in Spanish and English, on intelligence and ways parents can help develop the learning abilities of their preschool children.

Santa Barbara County Educational Service Center. Children Learn by Doing: 80 Things to Make at Home. Santa Barbara, California: Office of the Superintendent of Schools, 1972.

Films

Common Fallacies about Group Differences (15 min). Available from McGraw-Hill/Contemporary, Film Rental Office, 1714 Stockton Street, San Francisco, California 94133.

Analyzes seven common notions about races, heredity, and group differences in the light of known scientific evidence and shows in which ways they are all fallacies.

Cultural Clashes. Available from KTEH-TV, Channel 54, Office of the Santa Clara County Superintendent of Schools, 100 Skyport Drive, San José, California 95110.

Cultural Clashes--Introduction

Cultural Clashes--Grand Assumptions #1

Cultural Clashes--Objective: Acculturation

Cultural Clashes--Outlook #3

Cultural Clashes--Look Me in the Eye #4

Cultural Clashes--Educación vs. Education #5

Cultural Clashes--Customs #6

Explore the phenomena of Mexican and U.S. cultures in contact.

Discipline and Self-Control. Available from Modern Talking Picture Services, Inc., 16 Spear Street, San Francisco, California 94105. Discussion guide and manual available from the Office of Child Development, U.S. Department of Health, Education and Welfare, Washington, D.C. 20202.

Everybody's Prejudiced (21 min). Available from McGraw-Hill/Contemporary, Film Rental Office, 1714 Stockton Street, San Francisco, California 94133.

Examples of prejudice that everyone will recognize. The range of prejudice from simple prejudgment (deciding without knowing all the facts) to the emotional bias of the bigot.

Eye of the Beholder (25 min). Available from Stuart Reynolds Productions, 9465 Wilshire Boulevard, Beverly Hills, California 90212. Film #3189.

Twelve hours in the life of an artist who becomes involved in the murder of a girl. Shows how the artist appears to five different people and points out that we see what we want to see and hear what we want to hear. Deals with the concepts of perception and projection and teaches caution in judging others.

Frustrating Four's and Fascinating Five's (22 min). Available from McGraw-Hill/Contemporary, Film Rental Office, 1714 Stockton Street, San Francisco, California 94133. Film #1763.

A small boy's zigzag course through ages four and five. A nursery school in operation. Takes up problems of discipline and shows what may be expected of and explained to a child at four and five.

I Am Joaquín. Available from El Centro Campesino Cultural, P.O. Box 2302, Fresno, California 93720.

A narrated pictorial representation of the epic poem written by "Corky" González.

Look at Me (30 min). Available from Modern Talking Picture Services, Inc., 16 Spear Street, San Francisco, California 94105. Film #9034.

An aid in preservice and inservice training for Head Start teachers. Illustrates specific problems faced by teachers of disadvantaged children--in this case, children of Mexican American migrant farm workers. Follows the success of certain innovations and experiments in Head Start. Filmed in Santa Clara County, California.

Long Time to Grow. Available from New York University, New York, New York. Film #3974.

Part I concerns two- and three-year-old children in a nursery school. Shows their learning behavior and activities through the day and various seasons of the year.

Part II shows children, ages four and five, at work and play at the Vassar College Nursery School and the Poughkeepsie Day School.

Organizing Free Play. Available from Modern Talking Picture Services, Inc., 16 Spear Street, San Francisco, California 94105.

Parents Are Teachers, Too (22 min). Available from Modern Talking Picture Services, Inc., 16 Spear Street, San Francisco, California 94105. Film #9058.

Parents perceive the significance of their role as the child's first, most important, and continuous teacher. The film's school situation presents ideas for parents to use in encouraging a child's mental and emotional growth through play.

Reinforcement in Learning and Extinction. Available from McGraw-Hill/Contemporary, Film Rental Office, 1714 Stockton Street, San Francisco, California 94133. Film #2482.

Shows how reinforced behavior is learned while non-reinforced behavior is extinguished. Demonstrates this general principle with both humans and pigeons. Parallels are drawn between the basic principles demonstrated and the behavior of children.

Setting the Stage for Learning. Available from Churchill Films, 662 North Robertson Boulevard, Los Angeles, California 90069.

Starting English Early. Available from University of California, 405 Hilgard Avenue, Los Angeles, California 90024.

A detailed look at techniques for teaching English to Spanish-speaking children during a typical daily lesson.

Teach Your Child to Talk (16 min). Available from Mr. Perdue Stanley, General Manager, Cebco Standard Publishing Company, 104 Fifth Avenue, New York, New York.

Demonstrates, in a low-key but effective manner, the role parents play as the earliest teachers in their child's growth and development. The film was made with parents and begins with a child's birth cry and concludes at approximately age three.

Terrible Two's and Trusting Three's (21 min). Available from McGraw-Hill/Contemporary, Film Rental Office, 1714 Stockton Street, San Francisco, California 94133. Film #1762.

A study of child behavior at two and three years. Shows what to expect from youngsters at these ages and suggests how parents can deal constructively with problems.

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EVALUATION INSTRUMENTS

Diagnostic Evaluation Instruments

1. Maternal Teaching Style Instrument, developed by Christopher Barbrack and available from the Demonstration and Research Center for Early Education, George Peabody College for Teachers, Nashville, Tennessee 37203. Designed to assess teaching interaction between black mothers and their young children, the DARCEE instrument was used by the Spanish Dame Project during the 1969-1970 year only. A DARCEE evaluator analyzed the results and determined that the instrument failed to provide any new information not already considered. Specifically, Mexican American mothers are more verbal and display more interaction with their children than black mothers.
2. Test of Basic Language Competence in English and Spanish, Level I Preschool, developed in 1968 by Edward John Cervenka, M.A., and available from the Child Development Evaluation and Research Center (Southwest), the University of Texas at Austin. The test is an experimental battery designed to measure the basic language competence of children who speak English or Spanish or who are bilingual in these two languages. Level I is an individually administered battery of tests for children ages three to six who are attending preschool programs. The tests are designed to measure children's basic competence in a language via the perceptual and motor aspects of linguistic and communicative phenomena. (The concept of "basic competence" in a language is defined as automatic and unconscious control of the segment of language elicited by a stimulus.)
3. The Inventory of Developmental Tasks, Spanish Version, developed in 1968 and available from the Santa Clara Unified School District, 1889 Lawrence Road, P.O. Box 397, Santa Clara, California 95052. Contains a comprehensive collection of over fifty basic skills arranged hierarchically in areas including motor coordination, auditory/visual perception, and auditory/visual memory. Skills in these areas are considered important prerequisites for satisfactory learning experiences in school. The lower five categories of the IDT were used for the first two years and subsequently eliminated since the project evaluators believed the test results were not producing significant new information.

4. Spanish Dame used the Bettye Caldwell Cooperative Pre-school Inventory for two of the four years of evaluation. The instrument proved very satisfactory because it is (a) standardized and a good assessment of school readiness, (b) easy to administer and takes little time, and (c) culture free. The test is available in English and Spanish from Educational Testing Services, Cooperative Tests and Services, Rosedale Road, Princeton, New Jersey 08540.

Criterion-Referenced Evaluation Instruments

1. Test of Vocabulary and Concept Comprehension (Spanish and English), developed by Project Manager Antonia R. Micotti is based on some of the concepts the children learn in the preschool program. It also evaluates the instructional objectives of the ESL program. The test contains six subtests administered separately in Spanish and English. The Recognition of Colors and Shapes subtests require the child to name the color or geometric shape of the item shown by the examiner. The Recognition of Numbers subtest consists of two categories: counting from one to ten and identifying numbers of objects in the home and community. The Picture Identification subtest requires the child to label pictures. The Interrogative Words subtest asks the child to answer questions in Spanish when shown pictures by the examiner. The last section is Story Recall in English and Spanish and requires the child to answer questions about story content. This test was used successfully for three years (1970-1973). It can be found on pages 47-55.

This instrument and the other project-developed instrument, Test of English Grammar and Vocabulary, when subjected to an analysis of correlations, revealed low intercorrelations, thus indicating they measure separate skills.

2. The Students' Progress Monitoring Report (SPMR) is a tool that can be used by the teacher to pinpoint concepts that require reinforcement--both for individual students as well as the entire class. This form is based on the Vocabulary and Concept Comprehension Test (Spanish and English). The SPMR, administered monthly by the tutor and reviewed with the preschool coordinator, helps the teacher identify areas in which the children need more help. This instrument also helped the project pinpoint weaknesses in the curriculum during the 1972-73 evaluation year. The report can be found on pages 56-58.
3. Consulting linguist Lily Wong Fillmore developed the Test of English Grammar and Vocabulary based on the two-year English-as-a-second language curriculum. The instrument evaluates the instructional objectives of the ESL program. Both the curriculum and the test can easily be adapted for early primary grades. The test contains four subtests:

.. a twenty-item vocabulary comprehension section--the child is shown a picture or objects and is asked to point to a specific thing named by the examiner

.. a twenty-item vocabulary production section--the child is shown a picture or object and is asked, "What's this?"

.. a twenty-six item grammar comprehension section

.. a six-item grammar production section.

This instrument was administered for pre- and posttesting during the second, third, and fourth years of the project's operation. It can be found on pages 59-70.

4. There are weekly evaluation sheets in the ESL curriculum itself. Each test helps assess each child's progress during the past week of English instruction and, based on the child's needs, helps the teacher plan for the Monday review lesson.

1. TEST OF VOCABULARY
AND CONCEPT COMPREHENSION (Spanish and English)

Developed by

Mrs. Antonia R. Micotti

1971

Designed to be administered as a pre- and posttest
to three- and five-year-old Spanish-speaking children

INSTRUCTIONS FOR EXAMINERS

This test has five (5) major categories: Recognition of Colors, Recognition of Shapes, Recognition of Numbers, Picture Identification, and Interrogative Words. A sixth category Story Recall is given to kindergarten only. Remember to give the test first in the child's dominant language and then to proceed testing in the other language.

I. Recognition of Colors (Use colored crayons.)

Show the child the colors one at a time and ask him to identify each. Put a c in each color box if he identifies correctly in Spanish or English or both. Put a zero (0) in the box if he does not identify the color correctly in a particular language. Score the boxes marked TOTAL.

II. Recognition of Shapes (Use felt shapes.)

Show the child the shapes one at a time. Put a c inside each shape box if he identifies correctly in Spanish or English or both. Put a zero (0) in the box if he does not identify a shape correctly in a particular language. Score the boxes marked TOTAL.

III. Recognition of Numbers

A. Rote Counting

Have the child count as far as he can in both English and Spanish. Put a c inside each number

box if he counts correctly in Spanish or English or both. Put a zero (0) in the box if he does not identify a number correctly in a particular language. Score the boxes marked TOTAL.

B. Identification (Use beans.)

Place ten beans on the table. Have the child give you the number of beans you ask for. For example, "Can you give me two beans?" Then ask for 4, 1, 5, 3, and 7. He may count the beans as he gives them to you. Put a c inside each number box if he counts correctly in Spanish or English or both. Put a zero (0) in the box if he does not identify a number correctly in a particular language. Score the boxes marked TOTAL.

IV. Picture Identification (Use Houghton-Mifflin Picture Cards.)

Show the child a picture of an object or person, and ask him to identify it in both languages. ("¿Qué es esto?" or "¿Quién es éste?" o "¿Esta?" o "¿Esto?"; "What is this?" or "Who is this?") Put a c inside each picture box if he identifies correctly in Spanish or English or both. Put a zero (0) in the box if he does not identify the object correctly in a particular language. Score the boxes marked TOTAL.

V. Interrogative Words

Say to the child: "I am going to tell you something, and I want you to listen very carefully. I am also going to ask you a question about what I have said. Are you ready?" The questions appear on the response form. As the child answers the questions, write or print clearly the child's response in the space provided. Remember to give this subtest first in the child's dominant language.

VI. Story Recall

Say to the child: "I am going to read you a story. I want you to listen very carefully since I am going to ask you questions about it when I

have finished." The story and questions appear on the response form.

Read the questions and the choices to the child, and circle the child's responses.

1. TEST OF VOCABULARY
AND CONCEPT COMPREHENSION (Spanish and English)

Developed by Antonia R. Micotti

RESPONSE FORM

STUDENT NAME _____ STUDENT AGE _____

EXAMINER _____ DATE _____

I. Recognition of Colors

		<u>Spanish</u>	<u>English</u>
Rojo	Red	<input type="text"/>	<input type="text"/>
Azul	Blue	<input type="text"/>	<input type="text"/>
Verde	Green	<input type="text"/>	<input type="text"/>
Negro	Black	<input type="text"/>	<input type="text"/>
Café	Brown	<input type="text"/>	<input type="text"/>
Morado	Purple	<input type="text"/>	<input type="text"/>
Anaranjado	Orange	<input type="text"/>	<input type="text"/>

TOTAL

II. Recognition of Shapes

Triángulo	Triangle	<input type="text"/>	<input type="text"/>
Cuadrado	Square	<input type="text"/>	<input type="text"/>
Círculo	Circle	<input type="text"/>	<input type="text"/>
Rombo	Diamond	<input type="text"/>	<input type="text"/>
Ovalo	Oval	<input type="text"/>	<input type="text"/>
Rectángulo	Rectangle	<input type="text"/>	<input type="text"/>

TOTAL

1. Test of Vocabulary
and Concept Compre-
hension, page 2

<u>III. Recognition of Numbers</u>		<u>Spanish</u>	<u>English</u>
A. Rote Counting			
Uno	One	<input type="text"/>	<input type="text"/>
Dos	Two	<input type="text"/>	<input type="text"/>
Tres	Three	<input type="text"/>	<input type="text"/>
Cuatro	Four	<input type="text"/>	<input type="text"/>
Cinco	Five	<input type="text"/>	<input type="text"/>
Seis	Six	<input type="text"/>	<input type="text"/>
Siete	Seven	<input type="text"/>	<input type="text"/>
Ocho	Eight	<input type="text"/>	<input type="text"/>
Nueve	Nine	<input type="text"/>	<input type="text"/>
Diez	Ten	<input type="text"/>	<input type="text"/>
<hr/>			
TOTAL		<input type="text"/>	<input type="text"/>
<hr/>			

B. <u>Identification</u>			
2		<input type="text"/>	<input type="text"/>
4		<input type="text"/>	<input type="text"/>
1		<input type="text"/>	<input type="text"/>
5		<input type="text"/>	<input type="text"/>
3		<input type="text"/>	<input type="text"/>
7		<input type="text"/>	<input type="text"/>
<hr/>			
TOTAL		<input type="text"/>	<input type="text"/>
<hr/>			

1. Test of Vocabulary
and Concept Compre-
hension, page 3

IV. <u>Picture Identification</u>		<u>Spanish</u>	<u>English</u>
A. <u>Common Objects in the Home</u>			
Cuchara	Spoon	<input type="text"/>	<input type="text"/>
Taza	Cup	<input type="text"/>	<input type="text"/>
Puerta	Door	<input type="text"/>	<input type="text"/>
Ventana	Window	<input type="text"/>	<input type="text"/>
B. <u>Members of the Community</u>			
Bombero	Fireman	<input type="text"/>	<input type="text"/>
Cartero	Mailman	<input type="text"/>	<input type="text"/>
Maestra, Maestro	Teacher	<input type="text"/>	<input type="text"/>
C. <u>Other Objects</u>			
Avión	Airplane	<input type="text"/>	<input type="text"/>
Vaca	Cow	<input type="text"/>	<input type="text"/>
Barco, Bote	Boat	<input type="text"/>	<input type="text"/>
Plátano, Banano	Banana	<input type="text"/>	<input type="text"/>
TOTAL		<input type="text"/>	<input type="text"/>

V. Interrogative Words

QUESTIONS

<u>Spanish</u>	<u>English</u>
1. Si ves a tu mamá poniéndose el abrigo o suéter para salir	1. If you are looking for your ball and your mother knows where it

1. Test of Vocabulary
and Concept Compre-
hension, page 4

a la calle, y tú
quieres saber a
dónde va, ¿qué le
preguntarías?

is, what would you ask
her?

2. Si ves a un niño
y tú quieres jugar
con él, y no sabes
su nombre, ¿qué le
dirías?

2. Your father has just
brought you a gift.
You want to know what
it is. What would you
ask him?

3. Si estás jugando
con tres niños y
sabes que uno de
ellos tiene tu
juguete, ¿qué le
preguntarías?

3. You're playing a but-
ton game with three
friends. Someone has
the button. What
would you ask?

Write or print the child's response.

Spanish

- 1.
- 2.
- 3.

English

- 1.
- 2.
- 3.

1. Test of Vocabulary
and Concept Compre-
hension, page 5

VI. Story Recall - Spanish

EL RELOJ

Este es el cuento de una familia que tenía un reloj. Un lunes por la mañana el reloj se paró y dijo: "Ya estoy cansado de trabajar. Hoy descansaré." Toda la familia durmió tarde. El papá llegó tarde al trabajo. Luis llegó tarde a la escuela. El reloj comprendió el mal que había hecho, y desde ese día trabajó muy bien.

Preguntas: Por favor encierre en un círculo la letra que indique la respuesta del niño.

1. ¿Qué día se paró el reloj?
 - A. Martes
 - B. Lunes
 - C. Sábado
2. ¿Por qué se paró el reloj?
 - A. Estaba descompuesto.
 - B. Se quedó dormido.
 - C. Estaba cansado de trabajar.

Story Recall - English

THE CLOCK

This is the story of a family that had a clock. On Monday morning the clock stopped working and said: "I am tired of working. Today I will rest." The whole family slept late. Father arrived late to work, and Luis arrived late to school. The clock realized the wrong he had done, and, from that day on, he always worked on time.

Questions: Circle the letter which indicates the child's response.

1. What day did the clock stop?
 - A. Tuesday
 - B. Monday
 - C. Saturday
2. Why did the clock stop?
 - A. He was broken.
 - B. He fell asleep.
 - C. He was tired of working.

1. Test of Vocabulary
and Concept Compre-
hension, page 6

3. El reloj hizo que Luis...

- A. Llegara tarde a la escuela.
- B. Llegara temprano a la escuela.
- C. Llegara a tiempo a la escuela.

4. El reloj nunca volvió a pararse porque...

- A. Hizo a toda la familia dormir tarde.
- B. Hizo a toda la familia contenta.
- C. Hizo a papá llegar temprano al trabajo.

3. The clock made Luis..

- A. Arrive at school late.
- B. Arrive at school early.
- C. Arrive at school on time.

4. The clock never again stopped working because...

- A. He had made the family over-sleep.
- B. He had made the family happy.
- C. He had made father arrive at work early.

2. STUDENTS' PROGRESS MONITORING REPORT (SPMR)

Test of Vocabulary and Concept Comprehension (Spanish and English)

TEACHER _____ GRADE 4 REPORT FOR THE MONTH OF _____ DUE _____

STUDENT'S NAME	C O L O R S															S H A P E S										
	RED	Rojo	BLUE	Azul	GREEN	Verde	BLACK	Negro	BROWN	Cafe	PURPLE	Morado	ORANGE	Anaranjado	TRIANGLE	Triangulo	SQUARE	Cuadrado	CIRCLE	Circulo	DIAMOND	Rombo	OVAL	Ovalo	RECTANGLE	Rectangulo

V O C A B U L A R Y

STUDENT'S NAME	H o m e								Community						O t h e r										
	SPOON	Cuchara	CUP	Taza	DOOR	Puerta	WINDOW	Ventana	FIREMAN	Bombero	MAILMAN	Cartero	TEACHER	Maestra	Maestro	AIRPLANE	Avion	COW	Vaca	BOAT	Bote	Barco	BANANA	Banano	Platano

3. TEST OF ENGLISH GRAMMAR AND VOCABULARY

Developed by Lily Wong Fillmore, Consultant
for

The Spanish Dame Bilingual Bicultural
Education Project
ESEA Title VII

Office of the Santa Clara County
Superintendent of Schools
Glenn W. Hoffmann, Superintendent
100 Skyport Drive,
San Jose, California 95110

This instrument can be administered both as a pretest and a posttest. Growth is measured by an increase in the number of "yes" answers or by the number of questions answered correctly.

MATERIALS REQUIRED TO ADMINISTER
"TEST OF ENGLISH GRAMMAR AND VOCABULARY"

1. Picture cards which accompany *Introducing English*, an oral prereading program for Spanish-speaking primary pupils, developed by Louise Lancaster, published by Houghton Mifflin Company, School Department, 2 Park Street, Boston, Ma. 92107. (Sale price of cards \$11.70, code number 1-31301.)

2. Other Items:

Ruler	Eraser
Paper clip	Straight pin
Nail file	Envelope
Thumb tack	Key
Rock	2 pennies
Ballpoint pen	Jar
Sheet of paper	Box
Stamp	Pencil
Rubber band	Purse
Chain	2 crayons
2 books	Toy car and toy train (same size)

3. TEST OF ENGLISH GRAMMAR AND VOCABULARY

Child's Name _____ Examiner _____ Date _____

Group: Three year old _____
 Four year old _____
 Kindergarten X
 *Language dominance: Spanish _____
 English _____
 Bilingual _____

PART 1: VOCABULARY -- COMPREHENSION

DIRECTIONS: Show the child a picture or a group of objects. Then ask him to point to one thing. If the child points to the correct item, mark "Yes." If the child points to an incorrect item, mark "No."

INSTRUCTIONS TO EXAMINER

Show the child Houghton-Mifflin** Card #305, a park scene.

Show the child H-M Card #158. Point to each picture.

Using the same picture:

Show the child H-M Card #164. Point to each picture.

EXAMINER'S WORDS

1. Show me the BENCH.

2. Show me a WOMAN.

3. Show me a BIRD.

4. Show me a FENCE.

5. There are dishes, and
 they are dishes.
 Show me the DIRTY ones.

6. Show me a SPOON.

7. This is a car, and
 this is a car.
 Show me the OLD one.

YES NO

1.

2.

3.

4.

5.

6.

7.

* This section to be completed AFTER test has been administered:

NOTE: Examiner may mark two of these descriptions. For example, a child may be dominant in one language and bilingual at the same time.

** Hereafter "H-M."

PART I, continued

3. TEST OF ENGLISH GRAMMAR
AND VOCABULARY, page 2

INSTRUCTIONS TO EXAMINER		EXAMINER'S WORDS		YES	NO
Using the same picture: Show the child H-M Card #171. Point to each picture.		8. Show me a TIRE.	8.		
		9. This is a person, and this is a person. Show me the YOUNG person.	9.		
		10. Show me a BIG BALL.	10.		
		11. Show me a LITTLE HAT.	11.		
Show the child H-M Cards #7 and #165: Using Cards #2 and #4: Using Cards #1 and #19: Using Cards #16 and #17:		12. Show me a BIG CHAIR.	12.		
		13. Show me a LITTLE BOAT.	13.		
		14. Show me a PIN.	14.		
Place the items listed below on the table before the child. As you name an item, the child is re- quired merely to identify it by pointing or picking up the object. RULER, PAPER CLIP, NAIL FILE, THUMB TACK, ROCK, BALLPOINT PEN, SHEET OF PAPER, STAMP, RUBBER BAND, CHAIN, ERASER, STRAIGHT PIN, ENVELOPE, KEY, PENNY, JAR, BOX.		15. Show me a ROCK.	15.		
		16. Show me a CHAIN.	16.		
		17. Show me a PEN.	17.		
		18. Show me a RUBBER BAND.	18.		
		19. Show me a TACK.	19.		
		20. Show me an ENVELOPE.	20.		

PART II: VOCABULARY - PRODUCTION

3: TEXT OF ENGLISH GRAMMAR
AND VOCABULARY, page 3

DIRECTIONS: Point to each item listed below. Ask the child: "What's this?" He is required to respond orally. The minimal response is listed. Mark "Yes" if the child responds correctly and "No" if the child responds incorrectly.

"WHAT'S THIS?"		MINIMAL RESPONSE	
21. Key		Key	
22. Stamp		Stamp	
23. Ruler		Ruler	
24. Penny		Penny, Money, or Coins	
25. Box		Box	
26. Jar		Jar, Bottle	
27. Paper		Paper	
28. Floor		Floor, Rug, Etc.	
29. Table		Table	
30. Wall		Wall	
31. Window		Window	
32. Hand (Hold up yours.)		Hand	

YES	NO
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	
31.	
32.	

PART II, continued

3. TEST OF ENGLISH GRAMMAR
AND VOCABULARY, page 4

DIRECTIONS: Use H-M CARDS for the following items.
Point to the item named and ask "WHAT'S THIS?"

"WHAT'S THIS?"		MINIMAL RESPONSE
33.	H-M #11 (Little Airplane)	Little Airplane
34.	H-M #3 (Big Dress)	Big Dress
35.	H-M #173 (Horse)	Horse
36.	H-M #173 (Cow)	Cow
37.	H-M #70 (Shirt)	Shirt
38.	H-M #71 (Jacket)	Jacket
39.	H-M #237 (Bridge)	Bridge
40.	H-M #237 (Boat)	Boat, Ship

	YES	NO
33.		
34.		
35.		
36.		
37.		
38.		
39.		
40.		

PART III: GRAMMAR - COMPREHENSION

3. TEST OF ENGLISH GRAMMAR AND VOCABULARY, page 5

DIRECTIONS: Give the child a command or direction. Mark "Yes" when the child responds correctly to the command and "No" when the child does not perform the required task.

COMMANDS

COMMANDS		YES	NO
41.	Walk slowly to the door.		
42.	Open the door.		
43.	Close it.		
44.	Run to me.		
45.	Touch the table.		
46.	(Give child a pencil.) Put the pencil in my purse.		
47.	Take the pencil out of my purse.		
48.	Throw the pencil on the floor.		
49.	Give me the pencil.		
50.	(Place a crayon on the floor and one on the table.) Tell the child: There's a crayon on the table, and there is a crayon on the floor. Give me the one that's on the floor.		
51.	(Have one book open and one closed.) Tell the child: This book is open, and this one is closed. Show me the book that's open.		

PART III, continued

3. TEST OF ENGLISH GRAMMAR
AND VOCABULARY, page 6

52. (Take two pennies. Give the child one of them.) Tell him: This penny is yours. This one is mine. Show me the one which is yours.

YES	NO
52.	

For 53-54 pick up the toy car and the toy train, approximately the same size. Demonstrate this sentence for the child so he will understand what is required:

"The train bumps the car."

Repeat several times, then hand him both toys and tell him:

53. Give me the car first, and then the train.

54. Put the car under the table.

53.		
54.		

For 55-58 ask the child to point to the correct picture.

55. (H-M #130 and 132) Point to the boy who's washing his hands.

56. (H-M #135 and 139) Point to the girl who's closing the door.

57. (H-M #32 and 31) Point to the girl who looks warm.

55.		
56.		
57.		

YES NO

58.		
-----	--	--

58. (H-M #34 and 37) Point to the boy who looks sick.

DIRECTIONS: The child is required to give a verbal response to the questions. Mark "Yes" if the child responds correctly and "No" if he responds incorrectly.

STIMULUS		QUESTION		MINIMAL RESPONSE	YES	NO
59.	Point to an object by the door.		What's by the door?	(Child names any object by the door.)	59.	
60.	Open your purse slowly and ask as you do this:		What am I doing?	Opening (your) purse.	60.	
61.	Touch the child on the head.		What am I doing?	Touching me (or body).	61.	
62.	Stand up.		What am I doing?	(You're) standing.	62.	
63.	Ask the child to walk to the door. Ask him as he does:		What did I tell you to do?	To walk to the door.	63.	
64.	Ask him to open the door.		What are you doing?	Opening (the) door.	64.	

PART III, continued

3. TEST OF ENGLISH GRAMMAR
AND VOCABULARY, page 8

STIMULUS	QUESTION	MINIMAL RESPONSE		YES NO	
65. Ask him to look out-side.	What did you see?	I saw ...	65.		
66. Ask the child to close the door.	What did you do?	(I) closed the door.	66.		

PART IV: GRAMMAR - PRODUCTION

3. TEST OF ENGLISH GRAMMAR
AND VOCABULARY, page 9

STIMULUS	QUESTION	MINIMAL RESPONSE	YES NO
67. Ask him to touch the floor.	What did you do?	(I) touched the floor.	67.
68. Use H-M card #285. Point to the large leaf and say: Then point to the group of leaves and say:	This is a leaf. These are _____.	Leaves.	68.
69. Use H-M card #93. Point to the large mouse and say: Then point to the smaller ones and say:	This is a mouse. These are _____.	Mice.	69.
70. Show child H-M #60. Point to the dancer. Tell the child:	This is a lady. She's dancing. She's a _____.	Dancer.	70.
71. Touch your hair and say: Then touch the child's hair and say:	This is my hair. And this is _____.	My hair, mine	71.

3. TEST OF ENGLISH GRAMMAR
AND VOCABULARY, page 10

PART IV, continued

STIMULUS	QUESTION	MINIMAL RESPONSE	YES	NO
<p>72. Use H-M picture card #174. Point to the tiger's eyes and say:</p> <p>Point to the bear's eyes and say:</p>	<p>These are the tiger's eyes ...</p> <p>And these are the _____.</p>	<p>Bear's, or the bear's eyes.</p>	72.	

Other Instruments

1. The Language Dominance form, developed by the Spanish Dame Project staff in 1972-73, is a useful way to obtain at least a subjective analysis of language dominance configuration among the children. The form can be found on pages 73-74.
2. The Home Observation form, developed by the Spanish Dame Project staff, is to be completed by the home tutor. It shows parent attitudinal changes and involvement in the child's learning. The form can be found on pages 75-77.
3. The Child Observation Checklist, developed by the Spanish Dame Project staff, is to be completed every eight teaching weeks. It records the child's participation in lessons and his major interests in the home classes. These observation lists readily lend themselves to numerical scoring and act as a more informal, but highly useful, measure of school readiness. The checklist can be found on pages 78-80.
4. The Parent Interview form, developed for the Spanish Dame Project in 1971 by the Center for Planning and Evaluation, Office of the Santa Clara County Superintendent of Schools, gives data on family background. Conducted in either English or Spanish, the interview records the following data:
 - .. dominant language of the child and parents
 - .. the frequency with which the child watches educational television ("Sesame Street," "Carrascalendas")
 - .. the frequency with which the child watches television or listens to radio programs in Spanish
 - .. the frequency with which the parents read, tell stories, or play games with their child
 - .. the number of years of schooling the parents desire for their child
 - .. the rated importance the parents attach to school activities such as speaking and reading English,

speaking and reading Spanish, learning about customs of the U.S., learning about customs of Mexico, and learning to work independently.

Copies of the English and Spanish versions can be found beginning on page 81.

1. LANGUAGE DOMINANCE FORM

Pupil's Name _____ Age _____ Grade _____ Testor _____

Date Entered _____ Child in Project last year? Yes _____ No _____

Please rate the language dominance of the child using the following scales by marking X's in the appropriate boxes.

The child's language listening and speaking competence will be noted as follows:

- Excellent ● if the child understands or speaks all the content of a conversation conducted at a normal speed rate
- Good ● if the child understands or speaks most of the content of a conversation conducted at a normal or a slightly slower rate
- Poor ● if the child understands or speaks only some of the content of a conversation

Poor _____ Good _____ Excellent _____

1. The child speaks...

Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. The child understands...

Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. The child speaks....

A. Spanish better than English ☐

B. English better than Spanish ☐

1. Language Dominance,
page 2

- C. Both languages equally well. ☐
- D. Both languages equally poorly ☐
4. The child understands...
- A. Spanish better than English ☐
- B. English better than Spanish ☐
- C. Both languages equally well ☐
- D. Both languages equally poorly ☐
5. In which language did you first conduct these activities?
- Spanish ☐
- English ☐

2. HOME OBSERVATION

PARENT'S NAME _____ DATE _____

CHILD'S NAME _____ HOME TUTOR _____

1. Are there any observable materials (children's books, educational materials, toys, etc.) which are now in the home that were not apparent at the beginning of the project?
2. Does the mother or parent seem interested in the project? If so, how is this interest demonstrated?
3. How does the mother participate in the lesson?
4. Does the mother volunteer materials at home (kitchen utensils, scissors, etc.) for use with the children?

2. Home Observation,
page 2

5. Does the host mother make you feel welcome in her home at each class session?
6. Have you noticed any change in the way she deals with her children and others in the class?
7. Have you noticed any change in her home (clean house, mother's appearance, mother's preparation for class, etc.)?
8. In the space below include any comments, either positive or negative, which the mother has made to you regarding her child. Example: a change in the child's behavior--he is more aggressive, talks more, asks more questions.

2. Home observation,
page 3

9. How does the mother feel about visitors coming in to
to observe the class with or without previous notice?

10. Home Tutor's comments:

3. CHILD OBSERVATION CHECKLIST

	<u>Regularly</u>	<u>Seldom</u>	<u>Never</u>
1. Does the child cry?	_____	_____	_____
2. Does the child seem to enjoy staying for class?	_____	_____	_____
3. Does the child cry and cling to his mother?	_____	_____	_____
4. Does the child participate in all activities?	_____	_____	_____
5. Does the child talk spontaneously?	_____	_____	_____
6. Does the child answer questions directed to him?	_____	_____	_____
7. Does the child answer any questions?	_____	_____	_____
8. Does the child have to be coaxed to enter into the activities?	_____	_____	_____
9. Does the child participate better by himself?	_____	_____	_____
10. Does the child seem shy?	_____	_____	_____
11. Does the child seem frightened?	_____	_____	_____
12. Does the child seem anxious to go home?	_____	_____	_____
13. Does the child seem to enjoy most of the activities?	_____	_____	_____
14. Does the child come to class dressed warmly enough?	_____	_____	_____

3. Child Observation
Checklist, page 2

- | | | | | |
|-----|--|-------|-------|-------|
| 15. | Has the child had breakfast before class? | _____ | _____ | _____ |
| 16. | Does the child laugh or smile? | _____ | _____ | _____ |
| 17. | Does the child listen attentively? | _____ | _____ | _____ |
| 18. | Does the child speak English? | _____ | _____ | _____ |
| 19. | Does the child speak Spanish? | _____ | _____ | _____ |
| 20. | Does the child's mother participate in the activities? | _____ | _____ | _____ |
| 21. | Can the child identify any colors, shapes or numbers today? Briefly explain which colors, shapes, and numbers the child seems to know. | | | |
| | | | | |
| 22. | What does the child especially like to do in class? | | | |
| | | | | |
| 23. | Does the child have special friends in the group? | | | |

3. Child Observation
Checklist, page 3

24. Does the child indicate that he/she has any physical problems, such as seeing, hearing, speaking, etc.? Explain.
25. How many days a week does the child's mother attend class?
26. Is the child at ease when his/her mother is present during class?
27. Does the child at any time mention his/her mother or father in a positive way?
28. Does the child at any time mention his/her mother or father in a negative way?

4. PARENT INTERVIEW

1. How much does _____ (child's name) _____ talk at home?

None at all
A little
An average amount
A lot

2. Does the child talk mainly in English, mainly in Spanish, or half and half?

English
Spanish
Half and half

3. Does the child watch "Sesame Street" or "*Carrascollendas*" on TV?

Daily
Sometimes
Never

4. Does the child watch other TV programs or listen to radio programs in Spanish?

Daily
Sometimes
Never

5. What language do you usually use in speaking to _____ (child's name) _____?

English
Spanish
Both

6. How about your husband--what language does he usually use in talking to _____ (child's name) _____?

English
Spanish
Both

Now we would like to know something about how you feel about the bilingual program in general. We would also like to know how your child is doing in the project.

7. Does your son/daughter like being in the program?

Yes
No
Don't know

For questions 8-12, use "Yes, No" as responses.

8. Do you think the teachers in the project are doing a good job of educating your child?
9. Does the project teacher involve you regularly in the teaching session held in the home?
10. Has your son/daughter learned new things this year because of his participation in the project?
11. Have you noticed that your child has become more fluent in both Spanish and English and expresses himself/herself better?
12. Do you think your child is receiving a good education in the project?

For questions 13-24, use "Agree, Disagree, Don't know."

13. "Most teachers probably do not want to be bothered by parents coming to see them." How do you feel about this?
14. "It is good for the children of our local area to be taught in both Spanish and English." What do you think about this?
15. "Most teachers probably like quiet children better than ones who are active and talk a lot." What is your opinion of this statement?

4. Parent Interview,
page 3

16. "Most teachers set a good example for children to follow." Do you agree with this?
17. "Most kids who can do the work are able to get to college if they really want to." How do you feel about this?
18. "A child will learn more in all areas if the classes are taught in both Spanish and English." How do you feel about this?
19. "Once in a while it should be OK for parents to keep their children out of school for family matters." What do you think about this?
20. "Most children have to be made to learn." How do you feel about this?
21. "If I disagree with the teacher or principal, there is nothing I can do about it." What do you think about this?
22. "In this community people who run the school really care about what the parents think." How do you feel about this?
23. "When children don't do well in school, it is because the teachers don't try hard enough." How do you feel about this?
24. "If other parents and I want something about the school changed, there would be a good chance of getting it changed." What is your opinion?
25. Have you noticed any of these differences in _____
(child's name) since he/she started attending school this year?

Talks more
Asks more questions
Is more active
Looks forward to going to school
Is more eager to learn

26. In general, has (child's name) participation in the program made any changes in your family life--apart from changes in the child?

Is it easier to manage your child?
Is family life more pleasant now?
Do you read to your child?
Do you help your other children with
their homework?

27. Have you learned any teaching techniques this year?
If yes, what have you learned?

Telling stories
Reading stories
Counting
Playing games
Singing
Teaching rhymes
Painting

28. Would you like your child to be involved in a bilingual program next year?

Yes
No

4. ENTREVISTA CON LOS PADRES

1. ¿Cuánto habla (nombre del niño/niña) en la casa?

Nada
Un poquito
Un término medio
Mucho

2. ¿En qué idioma prefiere hablar, (nombre del niño)?

Inglés
Español
Ambos

3. ¿Acostumbra el niño ver "*Sesame Street*" o "Carras-
cólendas" en televisión?

Todos los días
De vez en cuando
Nunca

4. ¿Acostumbra el niño ver otros programas en espa-
ñol en la televisión, o escuchar programas en es-
pañol por radio?

Todos los días
De vez en cuando
Nunca

5. ¿En qué idioma le habla Ud. a (nombre del niño)?

Inglés
Español
Ambos

6. Y su esposo--¿en qué idioma le habla por lo gene-
ral a (nombre del niño/niña)?

Inglés
Español
Ambos

Entrevista con los padres
página 2

Ahora nos gustaría saber qué le parece el programa bilingüe en general. También quisiéramos saber qué ha aprendido su hijo/hija en el proyecto, y cómo se ha beneficiado.

7. ¿Piensa usted que a su hijo/hija le gusta estar en el programa bilingüe?

Sí
No
No sé

Para las preguntas 8-12, conteste "Sí o No."

8. ¿Cree usted que las maestras del programa pre-escolar bilingüe están haciendo un buen trabajo en la educación de su hijo/hija?
9. ¿La ha incluido la maestra del proyecto con frecuencia en las clases que se llevan a cabo en su hogar?
10. ¿Ha aprendido su hijo/hija cosas nuevas este año debido a la participación de él/ella en el proyecto?
11. ¿Ha notado usted que su hijo/hija se expresa con mayor facilidad tanto en español como en inglés?
12. ¿Piensa usted que su hijo/hija recibe una buena educación en el proyecto?

Para las preguntas 13-24, conteste "De acuerdo, En desacuerdo, No lo sé."

13. "Quizá a la mayoría de los maestros no les gusta que los padres los molesten con visitas a la escuela." ¿Qué opina usted de esto?
14. "Está bien que a los niños de nuestra área se les enseñe en inglés y en español." ¿Cuál es su opinión al respecto?

Entrevista con los padres
página 3

15. "La mayoría de los maestros probablemente prefieren los niños callados y no los activos."
¿Cuál es su opinión acerca de esta declaración?
16. "La mayoría de los maestros son ejemplos para que los niños sigan."
¿Qué opina usted de esto?
17. "La mayoría de los muchachos que pueden hacer el trabajo escolar pueden ir a la universidad si verdaderamente lo desean." ¿Qué piensa sobre esto?
18. "El niño aprenderá más en todas áreas si se le dan las clases en inglés y en español."
¿Qué piensa usted sobre esto?
19. "De vez en cuando está bien que los padres de familia dejen que sus hijos falten a la escuela por razones familiares." ¿Cuál es su opinión sobre esto?
20. "A la mayoría de los niños se les tiene que obligar a aprender." ¿Qué opina usted al respecto?
21. "Si yo no estoy de acuerdo con el maestro o con el director de la escuela, no hay nada que pueda hacer para remediarlo." ¿Qué opina usted sobre esto?
22. "En esta comunidad, los administradores de las escuelas se preocupan de lo que piensan los padres de familia." ¿Cuál es su reacción?
23. "Cuando los niños no tienen éxito en sus estudios, es porque los profesores no hacen lo suficiente para enseñarles." ¿Qué opina usted?
24. "Si otros padres de familia y yo queremos algún cambio en la escuela, es posible que lo logremos." ¿Cuál es su opinión al respecto?

Entrevista con los padres
página 4

25. ¿Ha notado algunos de los siguientes cambios en su hijo/hija desde que empezó la escuela este año?

Habla más.
Hace más preguntas.
Es más activo/activa.
Tiene interés en asistir a la escuela.
Esta más ansioso de aprender.

26. En general, ¿ha notado algunos cambios familiares desde que su niño/niña comenzó el programa? Por ejemplo:

¿Le es más fácil manejar a su hijo/hija?
¿Es más agradable la vida familiar ahora?
¿Le lee usted a su hijo/hija?
¿Ayuda usted a sus otros hijos con sus tareas escolares?

27. ¿Ha aprendido algunos métodos de enseñanza este año? ¿Qué ha aprendido?

Contar cuentos
Leer cuentos
Contar
Organizar juegos
Cantar
Enseñar versos
Pintar

28. ¿Le gustaría que su hijo/hija estuviera en un programa bilingüe el próximo año?

Sí
No

PARENT INVOLVEMENT

In recent years early childhood education programs throughout the United States have become more effective in involving low-income mothers in a variety of roles related to the achievement of their children. The Spanish Dame Project was successful in maintaining effective parent involvement--from both mothers and fathers--in advisory capacities and in daily lessons. And, in a recent review of programs involving parenting skills, the Spanish Dame Project was rated among those programs effective in producing immediate gains in intellectual, conceptual, or language development, or academic achievement.¹

The same review lists the more successful ways discovered by Head Start to get parents to attend meetings:

- Attendance is greater when parents are extended a personal invitation by a staff member or by another parent, rather than through a posted notice, flier, or mailed invitation.
- Parents are more apt to attend activities when babysitting and transportation services are provided.
- Serving refreshments or having a potluck dinner increases attendance.
- Giving the parent a token gift may increase attendance.
- Parents are more apt to attend meetings about topics which they help select and which directly pertain to their children.
- Attendance is often, but not always, larger when the method of instruction is a demonstration or a workshop, rather than a didactic presentation.
- The personality of the staff person involved in the parent component seems crucial in gaining the acceptance and attendance of mothers.²

IDEAS, WORDS OF CAUTION, RECOMMENDATIONS

- Develop your own working definition of bilingual education. Just what do you mean when you use the term? The Title VII Bilingual Education Act defines bilingual education as the use of two languages, one of which is English, as media of instruction. Both languages must be used as media of instruction for the same student population in a well-organized program, which encompasses part or all of the curriculum. Included in the concept of bilingual education is the study of the history and culture associated with the mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride of both cultures.³
- Carefully evaluate your program goals and objectives to be sure your project actually moves in the direction you have chosen. If you wish to follow a plan of target language and culture maintenance, be sure you do not inadvertently phase out the target language. Read Rolf Kjolseth's, "Bilingual Education Programs in the United States: For Assimilation or Pluralism?"⁴ for an excellent discussion on assimilation and pluralistic models.
- You will want to give priority to the needs of the target community; however, when possible, eliminate the criterion of poverty as a prerequisite for student participation. It is a potentially fatal, common notion that bilingual education is a panacea for the limited English-speaking poor only. Bilingual education can and should be for everyone! Why not bilingual education, preschool through postgraduate school?
- "When we are talking about not eradicating the second language through bilingual education, what we are really talking about is kind of revolutionary--we are talking about reconceptualizing what America is and what it should be. It is not a simple language problem."⁵
- Be ready to define the level of Spanish language proficiency you will require of home tutors and administrative staff.

- Recognize that bilingual personnel are not necessarily bicultural. If your program objectives emphasize culture, be sure your personnel reflect that culture.
- Some linguists suggest you should not mix two languages during the same lesson; they also frown on giving content material in one language, then repeating the material in the other language. Carefully plan lessons so teachers know which language to use when.
- Seek to use authentic songs, rhythmic activities, dramatic plays, finger games, etc. Avoid using English activities translated into Spanish, and vice versa. You will want to select stories, poetry, etc., which reflect cultural and moral values.
- Carefully proofread all written communications to parents and community to edit out the influence of English on Spanish, and vice versa.
- Be careful when you ask home teaching personnel to develop their own bilingual materials. Even when people have the skills, it may still be unfair to ask them to produce new material as well as handle their teaching work load. At the same time, home tutors are invaluable resources. So, always encourage them to share ideas and recommend changes.
- "There is common belief that the person who speaks two languages can say anything in one that he can say in the other. That is simply not true."⁶ Most bilinguals are competent in one or more "domains" of usage in one language and in different domains in the other language. Consider this phenomenon when you hire and deal with bilingual personnel.
- Seek to improve the professional status of home tutors. Most programs using paraprofessionals receive less than a full, fair trial because the personnel representing them have less professional status, less training, less authority and receive less money than teachers. Investigate career development opportunities available at local colleges, and seek ways to obtain college credit for work and life experience.
- So often the bilingual paraprofessional or professional is a product of the school system which bilingual

education aims to correct. He may have good command of the target language, but may not necessarily control all four areas of the language--speaking, comprehension, reading, and writing. In fact, in the past many bilingual programs have required the project secretary to be more proficient in writing both languages than the teaching and administrative personnel.

- The frequently used terms "bilingual" and "bilingualism" are phenomena yet to be defined. There is debate, for example, whether a person who only reads a language is considered bilingual. And just what is a perfect bilingual? So, keep this in mind when setting up employment criteria for bilingual personnel.
- If you are frustrated by America's failure to recognize and utilize its linguistic and cultural resources, read what linguist Joshua Fishman says about America's diverse ethnic languages and cultures: "as long as these languages and cultures are truly 'foreign' our schools are comfortable with them. But as soon as they are found in our own back yards, the schools deny them."⁷
- If you plan to use different teachers for English and Spanish, consider that actions speak louder than words. You may be seeking to develop biculturals, and teachers should provide the models: "credible exemplifications of successfully operative bilinguals and biculturals."⁸
- Carefully analyze what you mean by "community involvement." Some use the term to allow the community an opportunity to give opinions while professionals make decisions. In your program, will the community have a degree of power and control?
- Consider opening your program to nonethnic and non-Spanish speaking students.
- Investigate local adult education programs where parents can take courses in Spanish for Spanish speakers and English as a second language.

RECOMMENDED BOOKS
FOR THE DAILY CURRICULUM GUIDE AND THE ESL CURRICULA

Source List

Alphabetized by English title if dual language versions are required.

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Are You My Mother?, by P. O. Eastman, 1960. Beginner Books. Random House, Inc., Random House Building, 201 E. 50th Street, New York, N.Y. 10022.

Baby Farm Animals, by Garth Williams, 1959. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

The Bear Book, by Jan Pfloog, 1965. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

Benito Juárez, The Indian Boy Who Became President, by Lilia López (seven years old). Whittier College Bilingual Bicultural Education Program VII, Whittier, California.

Benny's Four Hats - Los cuatro sombreros de Benny, by Ruth M. Jaynes, translated and adapted by Emma Holguín Morales, 1967. Bowmar Early Childhood Series. Bowmar Publishing Corporation, 622 Rodier Drive, Glendale, California 91201.

Big and Little, by Joe Kaufman, 1966. A Big Golden Book. Golden Press, Inc., Division of Western Publishing Company, Inc. 1220 Mound Avenue, Racine, Wisconsin 53404.

The Biggest House, by Ruth M. Jaynes, 1968. Bowmar Early Childhood Series. Bowmar Publishing Corporation, 622 Rodier Drive, Glendale, California 91201

The Bunny Book, by Richard Scarry, 1965. A Golden Shape Book. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

The Cat Book, by Jan Pfloog, 1964. A Golden Shape Book. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

Chicken Little. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

Colors, by Ruth and Ed Radlauer, 1968. Bowmar Early Childhood Series. Bowmar Publishing Corporation, 622 Rodier Drive, Glendale, California 91201.

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Favorite Nursery Rhymes, 1968. An Instructo Big Book. The Instructo Corporation, Paoli, Pennsylvania 19301.

Fire Engines, prepared under the supervision of Mary Reed, Ph. D., 1969. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

Fred the Fireman, by Joe Kaufman, 1968. A Golden Busy People Book. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

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Frosty the Snowman, 1972. A Little Golden Book. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

The Fuzzy Duckling, by Jane Werner, 1967. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

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The Great Big Fire Engine Book, 1950. A Big Golden Book. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

I Am a Bunny, by Ole Risom, 1967. A Golden Sturdy Happy Book. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

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I Like Cats, by Marion W. Crume, 1968. Bowmar Early Childhood Series. Bowmar Publishing Corporation, 622 Rodier Drive, Glendale, California 91208.

The Little Fire Engine. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

The Little Red Hen - *La gallinita roja*, prepared under the supervision of Mary Reed, Ph. D., 1969. Little Golden Books. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

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The Littlest House, by Nancy Curry, 1968. Bowmar Early Childhood Series. Bowmar Publishing Corporation, 622 Rodier Drive, Glendale, California 91208.

Morning, by Marion W. Crume, 1968. Bowmar Early Childhood Series. Bowmar Publishing Corporation, 622 Rodier Drive, Glendale, California 91208.

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The Nest Book, by Jan Pfloog, 1968. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

The Night Before Christmas, by Clement C. Moore, 1950. Golden Book. Golden Press, Inc., Division of Western Publishing Company, Inc., 1220 Mound Avenue, Racine, Wisconsin 53404.

On My Beach There Are Many Pebbles, by Leo Lionni, 1961. Grosset & Dunlap, Inc., 51 Madison Avenue, New York, New York 10010

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The Three Bears, 1968. An Instructo Big Book. The Instructo Corporation, Paoli, Pennsylvania 19301.

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Whistle for Willie, by Ezra J. Keats, 1969. Viking Seafarer Books. Viking Press, Inc., 625 Madison Avenue, New York, New York 10022.

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1. *Los peces*
2. *La granja*
3. *Los barcos*
4. *Los conejos*
5. *Los perros*
6. *Minina la gatita*
7. *El elefante*
8. *Los juguetes*

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The Farm Book, by Jan Pfloog, 1964. Golden Press, Inc.,
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Street, New York, New York 10022.

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Animales. Editorial Fher, S.A., Gordoniz, 44,
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Utrecht Aguilar, S.A. de Ediciones, Juan Bravo 38,
Madrid, España.

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1. *El ratoncito aventurero*
2. *Un viaje maravilloso*
3. *La liebre y la tortuga*
4. *La ratita sabia*
5. *La Cenicienta*
6. *El flautista de Hamelín*
7. *Caperucita Roja*
8. *Blanca Nieves y los siete enanos*
9. *El enano saltarín*
10. *El conejito travieso*
11. *El patito feo*
12. *Aventuras de Michín*
13. *La gallinita que sembró maíz*
14. *La ardillita mentirosa*
15. *El pollito travieso*
16. *Pepito el pingüino*
17. *Los gatitos revoltosos*
18. *Bolita de nieve*
19. *El osito Felipín*
20. *El gallo Pípirín*
21. *La casita del bosque*
22. *El pequeño Garbancito*
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Pantheon Books, Inc., Division of Random House,
Inc., 201 E. 50th Street, New York, New York 10022.

The Tiger Book, by Jan Pfloug, 1965. A Golden Shape
Book. Golden Press, Inc., Division of Western
Publishing Company, Inc., 1220 Mound Avenue, Racine,
Wisconsin 53404.

The Truck and Bus Book, by William Dugan. A Golden Shape
Book. Golden Press, Inc., Division of Western
Publishing Company, Inc., 1220 Mound Avenue, Racine,
Wisconsin 53404.

Whatever Happens to Baby Horses?, by Bill Hall, 1965. A
Big Golden Book. Golden Press, Inc., Division of
Western Publishing Company, Inc., 1220 Mound Avenue,
Racine, Wisconsin 53404.

Yo soy el verde, Yo soy el azul, Yo soy el amarillo,
Yo soy el rojo, by Maria Luisa Jover and José Garganté,
1969. Ediciones La Galera, Barcelona, España.

RECOMMENDED PHONO-VIEWER PROGRAMS AND RECORDS
FOR THE DAILY CURRICULUM GUIDE AND THE ESL CURRICULA

Source List

PHONO-VIEWER PROGRAMS

Phono-Viewer programs consist of records and filmstrips which are played and shown on a combination viewing screen/record player. The equipment is variously described as Phono-Viewer, Picturesound, or Show 'n' Tell. Information on these materials can be obtained from the following sources:

- .. General Learning Corporation, 250 James Street,
Morristown, New Jersey 07960
- .. Pickwick International, 135 Crossways Park Drive,
Woodbury, Long Island, New York 11797
- .. Educational supply company in your area.

Listed below are the Phono-Viewer programs used by the Spanish Dame Project:

Early Childhood Series I (adapted from the Bowmar series):

1. What Is a Birthday Child?
2. Do You Know What. . .?
3. Father Is Big
4. Where Is Whiffen?
5. Tell Me, Please! What's That?

Early Childhood Series II (adapted from the Bowmar series):

1. Do You Suppose Miss Riley Knows?
2. Colors
3. What Do You Say?
4. Funny Mr. Clown
5. Ben's Four Hats

Early Childhood Series III (adapted from the Bowmar series):

1. That's What It Is!
2. Three Baby Chicks
3. Morning
4. Evening

5. A Box Tied with a Red Ribbon

Early Childhood Series IV (adapted from the Bowmar series):

1. An Apple Is Red
2. Watch Me Indoors
3. Watch Me Outdoors
4. Listen!
5. Follow the Leader

Mathematical Concepts: Counting I

1. 1 through 10: Number Collector Men
2. 1, 2, 3: Animals for Me
3. See How I Arrive at 1, 2, 3, 4, 5
4. 6, 7, 8: Ice Cream Is Great
5. 9 and 10: Count the Rows Again

Music Series: Action Songs

1. Hello, Somebody
2. What Shall We Do?
3. Walk to School
4. Where Is Thumbkin?
5. If You're Happy

Music Series: Story Songs I

1. Barnyard Family
2. Mister Frog Went A 'courting
3. I Had a Little Overcoat
4. Three Drummer Boys
5. Orchestra Song

Music Series: Story Songs II

1. The Old Gray Cat
2. Sheep Shearing
3. Billy Boy
4. Willie the Freight Train
5. Out the Window

Art Series I: Exploring Materials

1. This Is Paper
2. These Are Crayons
3. This Is Paint

4. This Is Finger Paint
5. This Is Clay

The Enchanted Christmas Tree

RECORDS

Cancioncitas para chiquitines. 7" LP. Bowmar Publishing Corporation, 622 Rodier Drive, Glendale, California 91201.

Cri-Crí series by Francisco Gabilondo Soler, 1953.

1. Campanita, Juan Pestañas, El soldadito rojo, Marcha de las canicas, Cochinitos dormilones. 45 rpm.
2. El grillito cantor, La patita, La muñeca fea, Bombón primero, El baile de los muñecos. 45 rpm.
3. El grillito cantor, Llueve, Mi burrita, Canción de las brujas. 45 rpm.
4. El grillito cantor, El chorrito, Negrito Bailarín, Jorobita, Marcha de las letras. 45 rpm.

RCA Victor, México, D.F.

Cricket - Alley Cat Dance (Side 1); La cucaracha (Side 2) by The Playmates. 45 rpm. Pickwick International, Inc., 135 Crossways Path Drive, Woodbury, Long Island, New York 11797

Felix the Cat - The Cat's March, 1958. 45 rpm. Pickwick International, Inc., 135 Crossways Path Drive, Woodbury, Long Island, New York 11797

Himno Nacional de México. Grabación para la serie Libros Vivos. 45 rpm. Fernández Editores, S.A., México, D.F.

¡Hola! - Vamos a cantar - Sing and Learn Spanish by Harriet Barnett and Betty M. Barlow. 33 1/3 rpm; 12". Shawnee Press, Inc., Delaware Gap, Pennsylvania 18327.

Juegos infantiles de México by Cia. Infantil del Maestro Armando Torres. 33 1/3 rpm; 12". RCA Victor Mexicana, S.A., México, D.F.

Juegos infantiles de México - La víbora de la mar - Los padres de San Francisco - Brinca la tablita - Don Piruli by Cia. Infantil de Televiscentro de Armando Torres, 1960. 45 rpm; 7". RCA Victor, México, D.F.

Juegos meñiques para chiquitines. 7" LP. Bowmar Publishing Corporation, 622 Rodier Drive, Glendale, California 91201.

Kiddie Hootennany. 33 1/3 rpm; 12". Happy Time Records, Pickwick International, Inc., 135 Crossways Park Drive, Woodbury, Long Island, New York 11797.

Laguna Language Series (records and books), by César Romero.

1. La caperucita roja
2. Los cuatro cantantes de Guadalajara
3. Los tres osos
4. El flautista de Hamelín
5. Doña Cigarra y Doña Hormiga
6. Doña Zorra y Doña Cigüeña

33 1/3 rpm; 12". Kenworthy Educational Service, 138 Allen, Buffalo, New York 14205.

Little White Duck and other animal songs and stories. 33 1/3 rpm; 12". Happy Time Records, Pickwick International, Inc., 135 Crossways Park Drive, Woodbury, Long Island, New York 11797.

Mexican Folk Dances. 12" LP. Bowmar Publishing Corporation, 622 Rodier Drive, Glendale, California 91201.

Rhythm Time, Record 1 and 2. 12" LP. Bowmar Publishing Corporation, 622 Rodier Drive, Glendale, California 91201.

Teddy Bear's Picnic - Candy Carousel, by Cricketone Chorus. 45 rpm; 7". Pickwick International, Inc., 135 Crossways Park Drive, Woodbury, Long Island, New York 11797.

Todo el año con Cri-Crí - El grillito cantor by Francisco Gabilondo Soler. 33 1/3 rpm; 12". RCA Victor, México, D.F.

Versitos para chiquitines. 7" LP. Bowmar Publishing Corporation, 622 Rodier Drive, Glendale, California 91201.

A Visit to My Little Friend. 12" LP. Children's Music Center, 5373 W. Pico Blvd., Los Angeles, California 90019.

World of Marches. 12" LP. Bowmar Publishing Corporation, 622 Rodier Drive, Glendale, California 91201.

RECOMMENDED EDUCATIONAL GAMES AND MATERIALS
FOR THE DAILY CURRICULUM GUIDE AND THE ESL CURRICULA

Source List

Animal Card Game (Bird, Fish). Ed-u-cards, Long Island, New York.

Animal Face Puppets (#1189). The Instructo Corporation, Paoli, Pennsylvania.

Bloques lógicos. Teide-Enosa, Spanish Book Corporation of America, New York, New York.

Chalk Boards (18" x 24"). Wesco Products, Gardena, California.

Community Helpers at Work (#1032--Desk-Top Activity Kit). The Instructo Corporation, Paoli, Pennsylvania.

Cubical Counting Blocks (#8039--100 colored cubes). Milton Bradley Company, Springfield, Massachusetts.

Educational Toy Money (#9315). Milton Bradley Company, Springfield, Massachusetts.

The Family and the Home (Set of twelve prints). Escobar-Keit/Harold Peterson, Latin American Studio, Santa Barbara, California.

Farm Lotto (#104). Edu-cards Corporation, Commack, New York.

Fit-a-Shape (#2107). Lauri Enterprises, Haverhill, Massachusetts.

Flannel-Board Cut-Outs (#7803). Milton Bradley Company, Springfield, Massachusetts.

Food and Nutrition, by Marie Hibma Frost.

- | | |
|---------------|--------------------|
| 1. Milk | 7. Salads |
| 2. Breakfast | 8. Fruits |
| 3. Lunch | 9. Vegetables |
| 4. Dinner | 10. Preparing Food |
| 5. Hot Foods | 11. Growing Food |
| 6. Cold Foods | 12. Buying Food |

David C. Cook Publishing Company, Elgin, Illinois.

Geometric Figures and Solids (#8064). Milton Bradley Company, Springfield, Massachusetts.

Health and Cleanliness by Silvia Tester.

- | | |
|---------------------------|-----------------------------|
| 1. Visit to the Doctor | 7. Brushing Teeth |
| 2. Visit to the Dentist | 8. Combing Hair |
| 3. Good Food | 9. Taking a Bath |
| 4. Proper Rest | 10. Dressing for Weather |
| 5. Sunshine and Exercise | 11. Covering Mouth and Nose |
| 6. Washing Hands and Face | 12. First Aid |

David C. Cook Publishing Company, Elgin, Illinois.

Jack Straws (#78). Parker Brothers, Inc., Salem, Massachusetts.

Large Colored Beads and Patterns (#6250--144 beads, 6 colors). Ideal School Supply Company, Oak Lawn, Illinois.

Lincoln Logs (#891--120 pieces). Playskool, A Milton Bradley Company, Chicago, Illinois.

Musical Instruments.

Indian Tom-Tom	African Tom Tom
Hand Snare Drum	Calfskin Tambourine
Sand Blocks	Güiro Tone Block
Wrist Bells	Steel Triangle
Plastic Maracas	Single Cymbal (7")
Rhythm Sticks	Handle Castanets
Hand Bells	Junior Cymbals (5")
Jingle Clag	Finger Cymbals
Brass Cymbals (7")	

Available through most educational suppliers.

Object Lotto (#127). Ed-u-cards, Long Island, New York.

Opposite Concepts (#33--Flannel Board Set). The Instructo Corporation, Paoli, Pennsylvania.

Peabody Language Development Kit (Level 2). American Guidance Service, Inc., Circle Pines, Minnesota.

Pegboards and Pegs. Ideal School Supply Company, Oak Lawn, Illinois. Milton Bradley Company, Springfield, Massachusetts.

Pets by Norma Thurman.

- | | |
|-----------------|----------------------|
| 1. Lamb | 7. Kitten |
| 2. Horse | 8. Skunk |
| 3. Turtle Derby | 9. White Mice |
| 4. Raccoon | 10. The Veterinarian |
| 5. Chipmunks | 11. Lizards |
| 6. Pet Shop | 12. Humane Society |

David C. Cook Publishing Company, Elgin, Illinois.

Pick-Up Sticks. Whitman, Division of Western Publishing Company, Racine, Wisconsin.

Picture Cards for Use with "Introducing English" (1-31301). Houghton Mifflin Company, Boston, Massachusetts.

Plastic Links (different colors). American Guidance Service, Circle Pines, Minnesota.

Playskool Color Cubes (#302). Playskool, A Milton Bradley Company, Chicago, Illinois.

Playskool Color Stacking Discs (#170). Playskool, A Milton Bradley Company, Chicago, Illinois.

Playskool Jumbo Beads (#702). Playskool, A Milton Bradley Company, Chicago, Illinois.

Playskool Parquetry Blocks (#306--32 diamond, square, and triangular wooden blocks). Playskool, A Milton Bradley Company, Chicago, Illinois.

Playskool Play Chips (#120--squares, circles, triangles). Playskool, A Milton Bradley Company, Chicago, Illinois.

Plastic Counters (#7616--different colors). Milton Bradley Company, Springfield, Massachusetts.

Playtime Pals (paper dolls). Whitman, Division of Western Publishing Company, Racine, Wisconsin.

Positions in Space (#628--Elephant Position Pictures). Instructor Curriculum Materials.

Positions in Space (#7616--in/out; left/right; behind/in front of). Owen Publishing Company, Dansville, New York.

Puzzles

Airplane, Girl, Fish, Boy, Fruit, Apple, Fire Truck, Mailman, Policeman, Fireman, Teacher, Flowers, Helicopter, Boat, Farm, Carnival, Fox, Donkey, Squirrel, Mother Duck, Duck, Chicken, Rooster, Monkey, Frog, Turtle, Mix, Animal, Car, Bus, Train, Butterfly, Tractor, Trucks, Shapes and Form, Transportation, Food, Police Car, Teacher, Reddy Fox.

Playskool, A Milton Bradley Company, Chicago, Illinois.

Record Player (EDT-15C--Newcomb Solid State). Newcomb Audio Products Company, Sylmar, California.

Ringa-Majigs. Molenaar, Inc., Willmar, Minnesota.

Safety on Streets and Sidewalks (#133--Flannel Board Set). The Instructo Corporation, Paoli, Pennsylvania.

Science Themes II by Evelyn Root.

- | | |
|-------------------|--------------|
| 1. Air | 7. Birds |
| 2. Moon and Stars | 8. Ants |
| 3. Magnets | 9. Bees |
| 4. The Sun | 10. Chickens |
| 5. Rabbits | 11. Plants |
| 6. Squirrels | 12. Coal |

David C. Cook Publishing Company, Elgin, Illinois.

Seasons (#286--Flannel Board Set). The Instructo Corporation, Paoli, Pennsylvania.

Seasons by Alma Gilleo and Betty Thorn.

- | | |
|----------------------|------------------------|
| 1. Signs of Spring | 7. Fall Trees |
| 2. Spring Planting | 8. Fall Harvesting |
| 3. Animals in Spring | 9. Winter Preparations |
| 4. Summer Fruit | 10. Winter Hibernation |
| 5. Summer Fun | 11. Winter Time |
| 6. Summer Vegetables | 12. Winter Migration |

David C. Cook Publishing Company, Elgin, Illinois.

Sequence Cards (#7524). Milton Bradley Company, Springfield, Massachusetts.

Social Development, by Alma Gilleo. ✓

- | | |
|---------------------------------|-------------------------|
| 1. Taking Turns | 7. Sharing Ideas |
| 2. Sharing Toys | 8. Singing Together |
| 3. Putting Away Toys | 9. Sharing Pretend Play |
| 4. Helping Brothers and Sisters | 10. Helping Mother |
| 5. Helping Teacher | 11. Sharing Food |
| 6. Playing Together | 12. Helping Pets |

David C. Cook Publishing Company, Elgin, Illinois.

Space Relationship Cards (#7522). Milton Bradley Company, Springfield, Massachusetts.

A Trip to the Farm by Evelyn Root.

- | | |
|-------------------------|------------------------|
| 1. Plowing | 7. Cows |
| 2. Going to Market | 8. Chickens |
| 3. Farm Buildings | 9. Pigs |
| 4. Field Crops (Wheat) | 10. Sheep |
| 5. Tree Crops (Oranges) | 11. Other Farm Animals |
| 6. Horses | 12. Feeding Calves |

David C. Cook Publishing Company, Elgin, Illinois.

Understanding Our Feelings (#1215--Study Prints). The Instructo Corporation, Paoli, Pennsylvania.

We Dress for the Weather (#285). The Instructo Corporation, Paoli, Pennsylvania.

Zoo Animals (picture packet). The Standard Publishing Company, Cincinnati, Ohio.

Zoo Lotto (#101). Ed-u-cards, Long Island, New York.

COMPOSITE OVERVIEW OF EQUIPMENT*

(The Daily Curriculum Guide and the ESL Curricula)

Equipment	ESL Year I	ESL Year II	DCG Year I	DCG Year II	One/One set per teacher	One per child
Balance board			x	x	x	
Pipe set, wrenches			x	x	x	
Punching clown			x	x	x	
Poker chips			x	x	x	
Jump ropes			x	x		x
Colored rocks		x				x
Toy dust pan			x	x	x	
Large toy trucks and cars			x	x		x
Magnets			x	x	x	
Gingerbread man (doll)			x	x	x	
Tea sets			x	x		
Dolls (12")	x	x	x	x		

*Does not include books, records, perishables, or specific educational games.

Equipment	ESL Year I	ESL Year II	DCG Year I	DCG Year II	One/One set per teacher	One per child
Measuring cup	x		x	x	x	
Basket or bucket	x	x			x	
Change purse		x				
Colored sand			x			
Pennies			x			
Empty jar		x				
Empty bottle		x				
Corks	x					
Small hammers			x	x		x
Nails			x	x		
Electric skillet			x		x	
Egg beater			x	x	x	
Washcloth and towel			x		x	

Equipment	ESL Year I	ESL Year II	DCG- Year I	DCG Year II	One/One set per teacher	One per child
Clothespins			x	x		
Chalk board and eraser			x	x	x	
Counting chips		x			x	
Bean bags	x	x	x	x	x	
Hairbrush		x			x	
Comb		x			x	
Clothes brush		x			x	
Fingernail brush		x			x	
Fingernail file		x			x	
Nail clippers		x			x	
Manicure scissors		x			x	
Toothbrush		x	x	x	x	

Equipment	ESL Year I	ESL Year II	DCG Year I	DCG Year II	One/One set per teacher	One per child
Play money		x			x	
Teddy bear		x			x	
Wooden blocks			x	x	x	
Dress-up clothes			x	x		
Hats and shoes			x	x		
Knife				x	x	
Large coffee can				x	x	
Bathroom scales				x	x	
Flannel board	x	x	x	x	x	
Small plastic cars	x	x	x	x		
Small plastic trucks	x	x	x	x		
Small plastic boats	x	x	x	x		

Equipment	ESL Year I	ESL Year II	DCG Year I	DCG Year II	One/One set per teacher	One per child
Small plastic train	x	x				
Small balls for jacks	x	x	x	x		
Metal screens			x	x		
Mirrors		x	x	x	x(ESL)	x(DCG-I)
Cloth bag		x	x		x	
Plastic bowl	x				x	
Paint brushes		x	x	x		x
Empty thread spools				x		x
Magnifying glasses			x	x		x
Tape recorder/ cassette recorder			x	x	x	
Record player		x	x	x	x	

Equipment	ESL Year I	ESL Year II	DCG Year I	DCG Year II	One/One set per teacher	One per child
Phono-Viewer			x	x	x	
Tool set			x	x	x	
Smocks for painting (old shirts)		x	x	x		x
Snap-lace-button forms			x	x		x
Toy sand buckets and shovels			x	x		x
Marbles		x		x		
Toy rolling pins	x		x	x	x (ESL)	x (DCG)
Cookie cutters	x		x	x		x
Small scissors (left- and right-handed)	x	x	x	x		x
Big rubber ball (12")	x	x	x	x	x	
Box	x	x			x	

Equipment	ESL Year I	ESL Year II	DCG Year I	DCG Year II	One/One set per teacher	One per child
Small box	x	x	x	x		
Puppet			x	x	x	
Large calendar				x	x	
Jar lids				x		x
Measuring tape				x	x	
Yardstick				x	x	
Empty cereal box		x			x	
Picture of Benito Juárez			x	x	x	
Picture of Abraham Lincoln				x	x	
Picture of George Washington				x	x	
<i>La china poblana</i> doll			x	x	x	
<i>El charro</i> doll			x	x	x	

Equipment	ESL Year I	ESL Year II	DCG Year I	DCG Year II	One/One set per teacher	One per child
Small Mexican flags			x	x	x	
Small U.S. flags			x	x	x	
Musical Instruments:						
Rhythm sticks	x	x	x	x	x	
Toy flute	x	x	x	x	x	
Sand blocks	x		x	x	x	
Wrist bells	x		x	x	x	
Maracas	x		x	x	x	
Indian tom-tom	x		x	x	x	
Hand snare drum	x	x	x	x	x	
Jingle clag	x		x	x	x	
Brass cymbals (7")	x		x	x	x	
Calfskin tambourine	x		x	x	x	
Steel triangle	x		x	x	x	

Equipment	ESL Year I	ESL Year II	DCG Year I	DCG Year II	One/One set per teacher	One per child
Musical Instruments:						
Castanets	x		x	x	x	
African tom-tom	x		x	x	x	
Finger cymbals	x		x	x	x	
Mexican Artifacts:						
Molacjete			x	x	x	
Metate			x	x	x	
Molinillo			x	x	x	
Balero				x	x	
Monederos de vaqueta			x	x	x	
Consumable Items:						
Yarn			x	x		
Thread	x			x		

Equipment	ESL Year I	ESL Year II	DCG Year I	DCG Year II	One/One set per teacher	One per child
Consumable Items (Continued):						
Buttons	x			x		
Sponges		x	x	x		
Kite string			x	x		
Satin ribbon		x				
Paper towels			x	x		
Paper clips			x	x		
Bobby pins			x	x		
Tinfoil pie plates			x	x		
Safety pins	x	x	x	x		
Straight pins	x	x	x	x		
Cotton balls	x	x	x	x		
Paper plates	x	x	x	x		

Equipment	ESL Year I	ESL Year II	DCG Year I	DCG Year II	One/One set per teacher	One per child
Consumable Items (Continued):						
Plastic forks, spoons, knives		x	x	x		
Paper cupcake cups		x	x	x		
Paper cups and napkins		x	x	x		
Glitter (several colors)			x	x		
Old Christmas cards			x	x		
Straws			x	x		
Ivory soap			x			
Paper bags			x	x		
Feathers			x			
Colored toothpicks	x	x	x	x		
Egg cartons			x	x		

Equipment	ESL Year I	ESL Year II	DCG Year I	DCG Year II	One/One set per teacher	One per child
Consumable Items (Continued):						
Waxed paper	x	x	x	x		
Plastic bags	x	x	x	x		
Tongue depressors	x					
Wooden spoons	x					
Colored tickets		x				
Ivory soap flakes		x	x	x		
Felt and flannel scraps			x	x		
Balloons		x	x	x		
Wrapping paper		x				
Ribbon bows		x				
Birthday candles		x				
Sandpaper		x				

Equipment	ESL Year I	ESL Year II	DCG Year I	DCG Year II	One/One set per teacher	One per child
Consumable Items (Continued):						
Colored pencils		x				
Pens		x				
Glue, paste		x	x	x		
Modeling clay			x	x		
Crayons	x	x	x	x		
Pipe cleaners	x	x				
Paste	x	x	x	x		
Rubber bands				x		
Gold stars				x		
Nut shells				x		
Newspapers			x	x		
Wooden scraps			x	x		
Index cards (5" x 6")				x		

Equipment	ESL Year I	ESL Year II	DCG Year I	DCG Year II	One/One set per teacher	One per child
Consumable Items (Continued):						
Tissue and crepe paper			x	x		
Construction paper	x	x	x	x		
Butcher paper			x	x		
Tempera paint			x	x		
Liquid starch			x	x		
Colored chalk			x	x		
Big Dipper pencils			x	x		

SLIDE-TAPE PRESENTATION

Preparing for Your Presentation

This preprogrammed slide-tape presentation is designed for use with any Kodak Carousel Slide Projector in conjunction with a Wollensak AV 2550/51 Cassette Programmer-Recorder or equivalent. The following steps, when performed in sequence, will assure a smooth presentation.

If you do not have access to programming equipment, you may utilize this audio-visual presentation with any cassette tape recorder and any slide projector.

Instructions--Programming Equipment

1. Arrange slides in sequence from 1-68 (numbers must appear in the top right-hand corner as they face the operator for correct screen orientation). BE SURE BLANK CARDBOARD IS PLACED IN #1 SLOT!
2. Advance your projector to Slide #2, and focus title on screen.
3. Return the slide tray to #1 (blank slide).
4. Set up recorder so that when it is turned on, the musical introduction will begin.
5. Plug synchronization cord into both projector and recorder.
6. Turn projector to "on" position.
7. Set recorder into "play" mode. Slides will advance automatically.

Note: Prior to your screening, rehearse the above steps carefully.

Instructions--Manual Operation

Follow steps 1 through 4 above.

5. After ten seconds have elapsed, advance to Slide #2. After an additional 10 seconds have elapsed, advance to Slide #3, and so on until Slide #7.

6. When narration begins, Slide #8 should be on the screen.
7. From this point on, advance slides as indicated by numbers in accompanying text.
8. After you have dropped Slide #65, count four seconds and drop Slide #66. Repeat until the last slide has been dropped (Slide #68).

Tape Content

(Slide #1--Blank Card)

(Slides #2-7--Children singing)

(8)

___ In September of 1969 the Spanish Dame Bilingual Bicul-

(9)
tural Education Project began work with children from three
target schools in the Alum Rock Union School District,

(10)
San José, California. ___ Since that time approximately

(11)
350 preschool children, whose first language is Spanish,

(12)
have participated in this five-year pilot program. ___

(13)
The Project wanted to demonstrate a home-teaching procedure
to teach Spanish and English language and concept-formation

(14)
skills by applying methods developed in Nashville,

(15)
Tennessee, at the George Peabody Teacher's College. ___ By

the time a child starts school, we know that he has already

mastered 80% of the sound system and grammar of his mother

(16)
tongue. — We also know that the Mexican American child's

language reflects the way of thinking and feeling of his

people. Thus, we can build upon his background using a

bilingual approach to meet these program objectives:

(17)

- . Develop Spanish and English language skills
- . Stimulate bicultural awareness and a positive self-image
- . Train bilingual paraprofessionals
- . Help parents teach their children

(18)

— To meet these objectives, paraprofessional home tutors

receive extensive pre- and inservice training, designed by

project staff; also guest speakers and consultants conduct

(19)

workshops which provide tutors with training to meet the

needs of bilingual preschoolers.

(20)

Home tutors work in a training center with a preschool

coordinator who helps plan for the current day's lesson.

(21)

Tutors may learn how to picture-tell a story or discuss

problems common to bilingual teaching. (22) — Every morning

(23)

home tutors meet in the training center to collect and

(24)

prepare materials for the day's activities. — This time

can also be used to review the day's lesson, ask questions

(25)

about methods and techniques, and share ideas with one

another.

(26)

Following the planning session, tutors pick up their stu-

dents, and class is held in one of their homes. Mother

(27)
becomes particularly involved since she is committed to
providing her home and assistance for one lesson each week.

(28)
Sequencing in daily lessons is flexible but basically works
around several objectives and related activities. The

(29)
children usually start their day singing English and
Spanish songs, followed by a half-hour session of reviewing

(30)
and learning new concepts in Spanish. ____ Next, the home

(31)
tutor may present the English-as-a-second language lesson

(32)
using any number of techniques to encourage the children's
use of English in a truly natural setting. ESL may be

(33) (34)
followed by an exercise song and some outdoor play. Then

the children return to more Spanish language and concept

(35) (36)
development working with texture, size, and shape activi-

ties. A day's lesson may be brought to a close as the

(37)
children review English vocabulary and patterns.

(38)
Mothers are constantly encouraged to help with the day's

(39)
lesson so they may become familiar with techniques which
will assist them in teaching their own children.

(40)
Cultural activities may include learning how to mix

(41) (42)
chocolate with a *molinillo*, making piñatas and tortillas.

(43)
After class the tutor takes the children home, then returns

(44)
to the preschool center for a two-hour planning and

evaluation session.

(45)
The program also seeks cooperation of local schools, and

through this cooperation, the preschoolers have an opportu-

(46) nity to become acquainted with older ch' .dren. (47) _____

Field trips are most important activities since they add

considerable dimension to the program. They visit a

(48) pumpkin patch to learn how pumpkins grow, and the next day

(49) may taste baked pumpkin. ____ A fire station never fails

(50) to thrill the youngsters. Pan dulce is always a treat for

(51) children, and here they taste salted and buttered tortillas

(52) hot from the griddle. There's storytelling at the library,

and to everybody's delight, there are sunny days at the

(53) park and trips to the beach. (54)

(55) Visiting a bilingual kindergarten and meeting the (56) school

(57) principal, health nurse, and children who will soon be

(58) their classmates prepares our little ones for the next

step, which is certainly a big one.

(59) Parent involvement is paramount. Mothers and, whenever

possible, fathers, too, not only participate in lessons,

(60) but also join in potluck dinner, (61) field trips, and, perhaps

(62) most important of all, share music and art from their rich

cultural legacy.

(63) Close of the project year brings graduation with special
ceremony and diplomas--much to the delight of proud parents

(64)
as well as the children.

Test results confirm our belief that, by nourishing the
precious resources of language and culture during this
critical period, Mexican American children may look to
more rewarding school careers in the years ahead.

(Slides #65-68--Children singing)

}

Contenido de la cinta magnética

(Transparencia #1 - Tarjeta en blanco)

(Transparencia #2-7 - niños cantando)

(8)

___ En septiembre de 1969, el Proyecto de Educación

Bilingüe Bicultural llamado Spanish Dame empezó labores

(9)

con niños ___ de tres escuelas clave en el Distrito Unifi-

cado de Escuelas de Alum Rock en San José, California _____. (10)

Desde ese tiempo han participado en el plan piloto de cinco

(11)

años aproximadamente 350 niños pre-escolares de habla

(12)

española. El objeto del Proyecto fue demostrar en la

casa, por una parte, la manera de enseñar el español y el

(13)

inglés, y por otra, la habilidad de formar conceptos por

(14)

medio de métodos que se usan en el George Peabody Teacher's

(15)

College de Nashville, Tennessee _____. Cuando el niño

comienza la escuela, sabemos que ya domina el 80% de la

(16)
pronunciación y gramática de la lengua materna ____.

También sabemos que el lenguaje del niño de descendencia

mexicana refleja la manera de pensar y sentir de su propia

gente. Por lo tanto, podemos confiar en su conocimiento

básico y valernos de los dos idiomas para conseguir los

- (17)
siguientes objetivos: ____
- . Desarrollar la habilidad de hablar español e inglés
 - . Crear un medio ambiente agradable para crecer y aprender
 - . Estimular un conocimiento bicultural y un concepto positivo de sí mismo
 - . Entrenar personas bilingües para enseñar en la casa
 - . Ayudar a los padres a enseñar a sus hijos

(18)
____ Para lograr estos objetivos, el personal del Proyecto

prepara y da amplia enseñanza y entrenamiento a las tutoras

que van a las casas; también hay invitados que conducen

(19) demonstraciones prácticas para entrenar a las tutoras con

el fin de satisfacer las necesidades de los preescolares

(20) bilingües. Las tutoras trabajan en un centro pre-escolar

con una coordinadora que les ayuda a planear la lección

(21) del día. Las tutoras aprenden, entre otras cosas, a contar

cuentos por medio de dibujos o cuadros, o a discutir los

problemas comunes a la enseñanza bilingüe. Cada mañana

(23) las tutoras se reúnen en el centro para recoger y preparar

(24) los materiales para las actividades del día. También

se puede aprovechar la ocasión para repasar la lección

del día, para consultar sobre métodos y técnicas de enseñanza,

(25)
y para cambiar ideas. Después de prepararse para la clase,

(26)
las tutoras recogen a los niños y conducen la clase en una

(27)
de sus casas. La madre participa activamente puesto que
se ha comprometido a facilitar su casa y a ayudar un día por
semana.

El orden en que se desarrollan las tareas del día puede ser

(28)
flexible, siempre que se cumplan los planes y las activi-
dades correspondientes. Los niños generalmente comienzan

(29)
el día cantando canciones en inglés y en español, y siguen

(30)
repasando y aprendiendo nuevos conceptos en español.

Después la tutora puede presentar la lección de inglés como

(32)
segundo idioma empleando varias técnicas para animar a los

niños a que usen el inglés en un ambiente natural. Después

de la lección de inglés como segundo idioma, puede seguir

(33) una canción con ejercicios y algún juego al aire libre. (34)

Luego los niños regresan para aprender más conceptos en

(35) español por medio de actividades que emplean el sentido

(36) del tacto y el concepto de tamaños y formas.

(37) La lección del día se puede terminar a medida que los niños

(38) repasan vocabulario y frases básicas en inglés. Se anima

constantemente a las madres a que ayuden con la lección del

(39) día para que se familiaricen con técnicas que les ayude a

enseñar a sus propios hijos.

(40) Como parte de las actividades culturales se les enseña a los

(41) niños a batir el chocolate con un molinillo y también a hacer

(42)
piñatas y tortillas.

(43)

Al terminar la clase, la tutora llevamos niños a sus

casas, y luego regresa al centro pre-escolar por dos horas

para planear la próxima lección y evaluar las actividades del día.

(45)
El programa también pide la cooperación de escuelas
locales, lo cual permite que los niños tengan oportunidad

(46) de tratar a otros niños mayores que ellos.

(47)

de tratar a otros niños mayores que ellos.

Una de las actividades más importantes es dar paseos a

lugares de interés para los niños. Por ejemplo, los niños

visitan un sembrado de calabazas para ver cómo se cultiva

este vegetal, y al día siguiente pueden comer calabaza

(49)
asada. ____ La visita a la estación de bomberos es algo

(50)
que fascina a los niños. El pan dulce siempre es una

(51)
golosina sabrosa para los niños, y aquí también prueban

las tortillas, calientitas del comal, con mantequilla y sal.

(52)
Se cuentan cuentos en la biblioteca, y para deleite de

(53) (54)
todos, hay días de sol en el parque y paseos a la playa.

(56)
Hacer una visita a un kindergarten bilingüe y conocer al

(57)
director de la escuela, a la enfermera, y a los niños que.

(58)
pronto serán sus compañeritos de clase, prepara a los niños
para el próximo paso, que ciertamente es grande.

La participación de los padres es de suma importancia.

(59)
Las madres, y cuando sea posible los padres, no sólo

(60)
participan en las lecciones, sino también van a las cenas,

(61)
a los paseos o excursiones y, tal vez lo más importante,

(62)
— comparten la música y el arte de su rica herencia
cultural.

(63)
La clausura . . . Año escolar incluye la graduación con una
ceremonia muy especial y los diplomas--para el deleite y

(64)
orgullo de los padres y de los niños —.

Los buenos resultados obtenidos por medio de pruebas
confirman nuestra certeza que, al proporcionar las riquezas
preciosas de lenguaje y cultura durante esta edad crítica,
los niños Méjico-Americanos podrán estar seguros de

encontrar el camino hacia una buena carrera escolar.

(Transparencias #65-68 - niños cantando)

FOOTNOTES

¹Social Research Group, *A Review of the Present Status and Future Research Needs of Programs to Develop Parenting Skills*. (Washington, D.C.: Interagency Panel on Early Childhood Research and Development, George Washington University, 1972), p. 128.

²Ibid., p. 118.

³Elementary and Secondary Education Act of 1965, Title VII, as amended in 1968.

⁴Rolf Kjolseth, "Bilingual Education Programs in the United States: For Assimilation or Pluralism?," *Bilingualism in the Southwest*, (Tucson: The University of Arizona Press, 1973).

⁵Joan Baratz, commenting on Joshua A. Fishman's "The Politics of Bilingual Education," *Monograph Series on Languages and Linguistics*, 21st Annual Round Table, Number 23, ed. James E. Alatis (Washington, D.C.: Georgetown University Press, 1970), p. 55.

⁶A. Bruce Gaarder, "The First Seventy-Six Bilingual Education Projects," *Monograph Series on Languages and Linguistics*, 21st Annual Round Table, Number 23, ed. James E. Alatis (Washington, D.C.: Georgetown University Press, 1970), p. 167.

⁷Joshua Fishman, referenced by Rolf Kjolseth, "Bilingual Education Programs in the United States: For Assimilation or Pluralism?," *Bilingualism in the Southwest*, (Tucson: The University of Arizona Press, 1973), p. 7.

⁸Ibid., p. 10.

MATERIALS DEVELOPED BY THE
SPANISH DANCE BILINGUAL BICULTURAL
EDUCATION PROJECT

- 1 *The Daily Curriculum Guide*--a two-year daily curriculum for preschool Spanish-speaking children. Each daily lesson is written in Spanish and English and gives complete details on the lesson objectives, materials, and activities. The curriculum is based on a language maintenance model in which Spanish is used as a means to develop basic concepts, skills, and attitudes.
- 2 *Daily Curriculum Supplement*--includes songs, rhymes, stories, ditto patterns, flannel patterns, etc., which are used in *The Daily Curriculum Guide*. A materials list provides a quick reference for planning.
- 3 *English as a Second Language*--a two-year daily curriculum. Year I is designed for three-year-old Spanish-speaking children, and Year II, for four-year-old Spanish-speaking children. Each daily lesson gives details on objectives, materials, activities, and techniques. The curriculum is based on an aidiolingual (a-rel-core) approach: a child learns vocabulary and patterns by using spoken language directly related to actual objects or actions in situations which have meaning for him.
- 4 *Planning the Program with the Home Tutor*--This manual presents an overview of the program and outlines procedures for setting up similar programs. Suggestions for selecting and training home tutors are provided. Evaluation instruments and complete listings of required commercial materials are also included. Narration for the slide-tape presentation appears in this manual.
- 5 *Instructional Guide for the Home Tutor*--This book provides basic information about *The Daily Curriculum Guide* and *English as a Second Language*. Suggestions about classroom planning and working with children are included.
- 6 *Cultural Supplement*--a general resource guide dealing with Mexican American culture. Topics include adjectives, finger plays, dances, important celebrations, stories, songs, legends, etc.
- 7 *Cassette Tape Songs*--includes Spanish and English songs which appear in *The Daily Curriculum Guide*. Two vocalists accompanied by piano sing the songs.
- 8 *Slide-Tape Presentation* (English version and Spanish version)--an audiovisual overview of the program in operation.

Note

The Dissemination Center for Bilingual Bicultural Education is the publisher of all these materials. For information regarding availability of the other titles, contact the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.

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